

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

| 2018–2020 Public Charter School Program Start-Up Grant | | |
|---|---|---|
| Program authority: | PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12 | FOR TEA USE ONLY <small>Write NOGA ID here</small> |
| Grant Period: | March 15, 2018, to July 31, 2020 | <div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY JAN 26 2018 </div> |
| Application deadline: | 5:00 p.m. Central Time, January 30, 2018 | |
| Submittal information: | <p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p> | |
| Contact information: | Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575 | |

Schedule #1—General Information

| Part 1: Applicant Information | | | | |
|--|-----------------------------------|--------------------------|--------------------|----------|
| Organization name | County-District # | Campus name/# | Amendment # | |
| Yellowstone Education Foundation | 101-873 | Yellowstone College Prep | | |
| Vendor ID # | ESC Region # | DUNS # | | |
| 81-2280283 | 4 | 185718405 | | |
| Mailing address | | City | State | ZIP Code |
| 3000 Trulley Street | | Houston | TX | 77004 |
| Primary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Ryan | | Dolibois | Superintendent | |
| Telephone # | Email address | | FAX # | |
| 713-817-5291 | rdolibois@yellowstoneschools.org | | | |
| Secondary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Adrea | M | Latalladi | Director of Grants | |
| Telephone # | Email address | | FAX # | |
| 713-741-8000 | alatalladi@yellowstoneschools.org | | | |
| 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 |
| Ryan | | Dolibois | Superintendent |
| Telephone # | Email address | | FAX # |
| 713-817-5291 | rdolibois@yellowstoneschools.org | | |
| Signature (blue ink preferred) | Date signed | | |



January 26, 2018

Only the legally responsible party may sign this application.

701-18-104-008

Schedule #1—General Information

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

| Schedule # | Schedule Name | Application Type | |
|------------|--|--|--------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | 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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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

Part 1: Required Attachments

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

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|--|---|---|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments) | Description of Required Program-Related Attachment |
| 1 | Documentation of Authorization to Charter | <ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); AND A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); AND A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND Either of the following: <ul style="list-style-type: none"> A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter or cooperative campus charter (TEC §12.052, §12.053); OR A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521); OR A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); OR A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C. |
| 2 | Board of Trustees Approval | <ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted. |
| 3 | Narrative Description from Superintendent | <p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with |
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| Via telephone/fax/email (circle as appropriate) | | By TEA staff person: |

| | | |
|---|---|--|
| | | <p>regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district;</p> <ul style="list-style-type: none"> • A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; • A detailed description of the admission requirements for the campus charter; • The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and • A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined. |
| 4 | Federal Definition of a Public Charter School | A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.) |
| 5 | Campus Charter Information Form | A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.) |

Part 2: Acceptance and Compliance

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

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

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 81-2280283

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"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p><u>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds.</u> Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p> |
| 4. | The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds. |
| 5. | The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately |
| 6. | <p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. |

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| | |
|----|--|
| | <p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p> |
| 7. | <p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year. If the campus charter school began operation prior to the 2018-2019 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. <p>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.</p> |

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Schedule #4—Request for Amendment

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 81-2280283

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: 81-2280283

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.

Yellowstone Education Foundation submits this application on behalf of **Yellowstone College Prep (YCP)**, a new open-enrollment charter and community school in the historic Third Ward community in Houston, to prepare community leaders who are college and career ready. Guided by Yale psychiatrist Dr. James Comer's statement that "No significant learning can occur without significant relationships," YCP believes that a student's academic success is directly tied to student identity and his/her connection to the community. As research suggests that highly relevant curriculum increases student motivation and makes learning meaningful, Yellowstone College Prep will build upon the proven best practices of effective community schools by bringing together educators, families and community stakeholders for collective impact, an approach that is sorely needed in the greater Third Ward community. The goals of this grant relate to the demonstrated goals of our campus in that we believe our comprehensive educational approach will produce confident and articulate leaders who have a strong sense of self and cultural identity and are prepared for both the rigorous world of academia and the professional marketplace.

In working toward opening Yellowstone College Prep in August 2018, we developed our budget after assessing operational needs and are, therefore, applying for this grant to supplement expenses associated with the planning and implementation of our new charter program, which includes our special education program, staffing and professional development, furnishings, curriculum and instructional materials, accounting and student data infrastructure, and school technology. This budget developed as a result of our Leadership Team's assessment of the needs of our students reconciled with our current resources.

Yellowstone College Prep will enroll 240 students in grades 5th through 8th from within the greater Third Ward and surrounding Houston communities. The **demographics** of our target communities, particularly the Third Ward, is comprised of 65% African American, 14% Hispanic and 14% Caucasian. Yellowstone College Prep expects to have a **student population** of 89% African American, 10% Hispanic and 1% Caucasian. We also anticipate that roughly 78% of our student population will be **at-risk**, and 79% will be **overall economically disadvantaged** with parents who have not completed a post-secondary education.

This **grant's goals to provide Texas with the highest quality charter schools** greatly aligns with our goal to prepare community leaders who are college and career ready in the 21st Century. This grant will help YCP be fully equipped to provide the highest quality education to our students, propelling them to be competitive with the students from Houston's most advantaged schools. To do this, the school will be led by highly accomplished community leaders who are invested in the Houston Third Ward community and are committed to ensuring that both students and our community thrive. Our program will include the following distinctions: a rigorous, college-prep curriculum enhanced by Project-Based Learning (PBL) and community classroom experiences; a high-impact parental engagement approach; a robust volunteer program; and a comprehensive set of student support services and extracurricular activities.

The goals of this grant were determined based on the **needs assessment** of our students and school. The process was **designed by our Leadership Team** which includes the Superintendent, the Principal, the Director of Finance and Operations, and the Director of Grants. They have worked in conjunction with the Yellowstone College Prep Board of Directors, to assess the needs of the Third Ward community in an effort to make sure the school is able to meet the needs of each student who enrolls in YCP. Subsequently, the Leadership Team and the teachers will determine the efficacy of this process, as well as when and how the process will need to be updated or changed in the future.

Management Plan: Yellowstone College Prep will be governed by a **Board of Directors**, and the **Superintendent** who will be responsible for managing the operations of the school. Throughout the year, the **Public Education Information Management System (PEIMS) Coordinator/Registrar** will manage the student information system, tracking students and disseminating reports to appropriate school personnel and the Texas Education Agency. The **Principal** and the **Dean of Academics** will manage the educational plan and be responsible for designing the curriculum and ensuring strong alignment with the TEKS. The Principal will also be responsible for managing the evaluation process throughout the year, from the classroom activity to the state exam results.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 81-2280283

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 **Director of Finance and Operations (DFO)** will be responsible for ensuring that YCP maintains strong financial management practices, and the **Grants Manager** will work alongside the DFO in making sure that YCP is in total compliance with the spending and reporting requirements of the grant. As these plans may change, the **Board of Directors** will take on the charge of ensuring that the program receives consistent, high-quality management. In order to recruit and maintain a board that can steer Yellowstone College Prep toward its vision of creating college-bound leaders through active local community partnerships, we will seek leaders who are already invested in the Houston community, who have deep experience in successfully overseeing complex organizations, governing nonprofit entities and publicly funded entities, and who share a commitment to seeing both students and the community thrive. To ensure any new Board members will further the mission and vision of YCP, they will also go through a comprehensive vetting process with current YCP Board members and will receive training on YCP's values, practices and governance expectations, in addition to subsequently receiving all legally required training in the time period required by law.

Evaluation and Progress Measurement: Yellowstone College Prep's charter program will be evaluated by Yellowstone College Prep's leadership team and the Board of Directors, who are dedicated to the utilization of consistent, intentional, multimodal assessments to serve our anticipated student population. Local school data has revealed a pattern of consistently low standardized test scores in the schools surrounding YCP. This makes quality internal assessment that much more important for the students we seek to serve. Frequent, quality assessment tools will be used to encourage a safe space for students to learn and track their progress. In order to holistically assess students, we will create many avenues for students to demonstrate their learning. YCP's Principal, Dean of Academics and teachers will be adept at creating quality TEKS-aligned assessments, PBL, data collection, analysis, and response. Students will also take benchmark assessments and the end of year STAAR exam, along with a nationally recognized norm referenced test. Results of these assessment tools will lay the foundation upon which ongoing professional development will be based, in order to continue to provide students with the educational experience that will lead them to college and career readiness.

Statutory Requirements: The grant application completely and accurately addresses all statutory requirements, which includes the relationship between Yellowstone College Prep and the Board of Directors, the plan for continued funding after the grant expires, the information regarding waivers, details of how grant funds will be used, and our compliance with the Individuals with Disabilities Act. As a Subchapter D Open-Enrollment Charter School, Statutory Requirements 6 through 16 do not apply to Yellowstone College Prep.

TEA Requirements: This grant application completely and accurately addresses all portions of Schedule 17 in response to the TEA requirements as well as the other required schedules of this application based on current information and our original charter application.

Yellowstone College Prep is employed with and supported by results-driven administrators, highly-qualified educators, community-focused Board of Directors and dedicated parents and community members who whole-heartedly support the mission and educational model of our school. Through the continuity of this support in addition to consistent rigorous academics, student achievement and progressive professional development, Yellowstone College Prep will continue to grow and focus on the development of all students, current and future. Upon termination of this grant, Yellowstone College Prep's development team will continue to seek funding support from individual giving, private foundations and corporate sponsorships.

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On this date:

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: March 15, 2018, to July 31, 2020

Fund code: 258

Budget Summary

| Schedule # | Title | Class/ Object Code | Planning Activity: Direct Program Costs | Implementation Activity: Direct Program Costs | Total Budgeted Costs |
|--|--|--------------------------|--|---|-------------------------|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$148,378 | \$27,856 | \$176,234 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$134,172 | \$8,391 | \$142,563 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$50,000 | \$376,203 | \$426,203 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$45,000 | \$10,000 | \$55,000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$ | \$ | \$ |
| Grand total of budgeted costs (add all entries in each column): | | | \$377,550 | \$422,450 | \$800,000 |

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

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

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By TEA staff person:

| Schedule #7—Payroll Costs (6100) | | | | | | |
|---|---|--|---|------------------------------------|-------------------------------|----------------------|
| County-district number or vendor ID: 81-2280283 | | | | Amendment # (for amendments only): | | |
| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Planning Activity Costs | Implementation Activity Costs | Total Budgeted Costs |
| Academic/Instructional | | | | | | |
| 1 | Teacher | | 14 | \$42,014 | \$ | \$42,014 |
| 2 | Educational aide | | 3 | \$4,471 | \$ | \$4,471 |
| 3 | Tutor | | | \$ | \$ | \$ |
| Program Management and Administration | | | | | | |
| 4 | Project director | | 1 | \$25,321 | \$5,627 | \$30,948 |
| 5 | Project coordinator | | 1 | \$12,479 | \$2,773 | \$15,252 |
| 6 | Teacher facilitator | | | | | |
| 7 | Teacher supervisor | | | \$ | \$ | \$ |
| 8 | Secretary/administrative assistant | | 1 | \$2,880 | \$2,880 | \$5,760 |
| 9 | Data entry clerk | | 1 | \$16,164 | \$3,592 | \$19,756 |
| 10 | Grant accountant/bookkeeper | | 1 | \$8,386 | \$1,864 | \$10,250 |
| 11 | Evaluator/evaluation specialist | | | \$ | \$ | \$ |
| Auxiliary | | | | | | |
| 12 | Counselor | | | \$ | \$ | \$ |
| 13 | Social worker | | | \$ | \$ | \$ |
| 14 | Community liaison/parent coordinator | | | \$ | \$ | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| Other Employee Positions | | | | | | |
| 21 | Dean of Students | | 1 | \$5,965 | \$5,965 | \$11,930 |
| 22 | Dean of Academics | | 1 | \$23,198 | \$5,155 | \$28,353 |
| 23 | Title | | | \$ | \$ | \$ |
| 24 | Subtotal employee costs: | | | \$ | \$ | \$ |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | |
| 25 | 6112 | Substitute pay | | \$ | \$ | \$ |
| 26 | 6119 | Professional staff extra-duty pay | | \$7,500 | \$ | \$7,500 |
| 27 | 6121 | Support staff extra-duty pay | | \$ | \$ | \$ |
| 28 | 6140 | Employee benefits | | \$ | \$ | \$ |
| 29 | 61XX | Tuition remission (IHEs only) | | \$ | \$ | \$ |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | \$ | \$ | \$ |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$148,378 | \$27,856 | \$176,234 |

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

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

| # | Description of Service and Purpose | Planning Activity Costs | Implementation Activity Costs | Total Budgeted Costs |
|--|--|-------------------------|-------------------------------|----------------------|
| 1 | Special Populations Consultants | \$40,000 | \$ | \$40,000 |
| 2 | Curriculum Consultants | \$45,000 | \$ | \$45,000 |
| 3 | Legal Fees | \$6,000 | \$4,000 | \$10,000 |
| 4 | Recruitment, PR and Marketing | \$15,000 | \$ | \$15,000 |
| 5 | Finance Software Installation/Start-up Support | \$10,022 | \$3,341 | \$13,363 |
| 6 | PEIMS Start-up Support | \$3,150 | \$1,050 | \$4,200 |
| 7 | | \$ | \$ | \$ |
| 8 | | \$ | \$ | \$ |
| 9 | | \$ | \$ | \$ |
| 10 | | \$ | \$ | \$ |
| 11 | | \$ | \$ | \$ |
| 12 | | \$ | \$ | \$ |
| 13 | | \$ | \$ | \$ |
| 14 | | \$ | \$ | \$ |
| a. Subtotal of professional and contracted services: | | \$119,172 | \$8,391 | \$127,563 |
| b. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$15,000 | \$ | \$15,000 |
| (Sum of lines a, b, and c) Grand total | | \$134,172 | \$8,391 | \$142,563 |

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 #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 81-2280283

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

| # | Description of Supplies and Materials (Add additional lines as needed) | Planning Activity Costs | Implementation Activity Costs | Total Budgeted Costs |
|--------------------|---|----------------------------|----------------------------------|----------------------------|
| 1 | Supplies and Materials (Do not require specific approval) | \$50,000 | \$376,203 | \$426,203 |
| 2 | | \$ | \$ | \$ |
| 3 | | \$ | \$ | \$ |
| 4 | | \$ | \$ | \$ |
| 5 | | \$ | \$ | \$ |
| 6 | | \$ | \$ | \$ |
| 7 | | \$ | \$ | \$ |
| 8 | | \$ | \$ | \$ |
| 9 | | \$ | \$ | \$ |
| 10 | | \$ | \$ | \$ |
| 11 | | \$ | \$ | \$ |
| 12 | | \$ | \$ | \$ |
| 13 | | \$ | \$ | \$ |
| 14 | | \$ | \$ | \$ |
| 15 | | \$ | \$ | \$ |
| 16 | | \$ | \$ | \$ |
| 17 | | \$ | \$ | \$ |
| 18 | | \$ | \$ | \$ |
| 19 | | \$ | \$ | \$ |
| 20 | | \$ | \$ | \$ |
| Grand total | | \$50,000 | \$376,203 | \$426,203 |

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 #10—Other Operating Costs (6400) | | | | |
|---|--|---|-------------------------------|----------------------|
| County-District Number or Vendor ID: 81-2280283 | | Amendment number (for amendments only): | | |
| Expense Item Description | | Planning Activity Costs | Implementation Activity Costs | Total Budgeted Costs |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$40,000 | \$ | \$40,000 |
| 6411/ 6419 | Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally. | \$ | \$ | \$ |
| Subtotal other operating costs requiring specific approval: | | \$ | \$ | \$ |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$5,000 | \$10,000 | \$15,000 |
| Grand total: | | \$45,000 | \$10,000 | \$55,000 |

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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|---|----------------------|
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| Schedule #11—Capital Outlay (6600) | | | | | | |
|---|-------------------------|----------|-----------|---|-------------------------------|----------------------|
| County-District Number or Vendor ID: 81-2280283 | | | | Amendment number (for amendments only): | | |
| # | Description and Purpose | Quantity | Unit Cost | Planning Activity Costs | Implementation Activity Costs | Total Budgeted Costs |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | | | |
| 1 | | N/A | N/A | \$ | \$ | \$ |
| 66XX—Computing Devices, capitalized | | | | | | |
| 2 | | | \$ | \$ | \$ | \$ |
| 3 | | | \$ | \$ | \$ | \$ |
| 4 | | | \$ | \$ | \$ | \$ |
| 5 | | | \$ | \$ | \$ | \$ |
| 6 | | | \$ | \$ | \$ | \$ |
| 7 | | | \$ | \$ | \$ | \$ |
| 8 | | | \$ | \$ | \$ | \$ |
| 9 | | | \$ | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ | \$ |
| 11 | | | \$ | \$ | \$ | \$ |
| 66XX—Software, capitalized | | | | | | |
| 12 | | | \$ | \$ | \$ | \$ |
| 13 | | | \$ | \$ | \$ | \$ |
| 14 | | | \$ | \$ | \$ | \$ |
| 15 | | | \$ | \$ | \$ | \$ |
| 16 | | | \$ | \$ | \$ | \$ |
| 17 | | | \$ | \$ | \$ | \$ |
| 18 | | | \$ | \$ | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | | | |
| 19 | | | \$ | \$ | \$ | \$ |
| 20 | | | \$ | \$ | \$ | \$ |
| 21 | | | \$ | \$ | \$ | \$ |
| 22 | | | \$ | \$ | \$ | \$ |
| 23 | | | \$ | \$ | \$ | \$ |
| 24 | | | \$ | \$ | \$ | \$ |
| 25 | | | \$ | \$ | \$ | \$ |
| 26 | | | \$ | \$ | \$ | \$ |
| 27 | | | \$ | \$ | \$ | \$ |
| 28 | | | \$ | \$ | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | | | |
| 29 | | | | \$ | \$ | \$ |
| Grand total: | | | | \$0 | \$0 | \$0 |

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

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

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

In working toward opening Yellowstone College Prep in August 2018, our Leadership Team conducted an assessment of the needs of our students in contrast with the state of our current resources. The Leadership Team, in conjunction with the Yellowstone College Prep Board of Directors, have also assessed the needs of the Third Ward community in an effort to make sure the school is able to meet the needs of our anticipated student population.

While Yellowstone College Prep's primary boundary will be the Houston Independent School District (HISD) and open to all students, we anticipate that the majority of students will come from a radius of five zip codes that have produced disheartening educational outcomes for decades, including low attendance, low test scores, and high dropout rates. All school district campuses within the local feeder pattern, including Cullen Middle and Yates High School, received a grade of "F" by the 2016-17 Children at Risk School Rankings, and STAAR exam results are chronically below state averages. Because of this, high-quality public education options are in high demand in the area, with waiting lists as extensive as over 900 students in the case of Baylor College of Medicine Academy at Ryan Middle School. YCP will meet this demand and be a source of pride for the community and for the City of Houston. We will do this by holding our faculty, students, and families to the highest standards of educational excellence to ensure that students graduate prepared to be transformative leaders.

Yellowstone College Prep also anticipates that a majority of students will be coming from low-income households. Research indicates that schools serving low-income students often revert to teaching facts and using overly simplified methods of instruction that reach the lower levels of Bloom's taxonomy. This style of instruction quickly leads to disengagement among students and little to no motivation to achieve academically. On the other hand, that same research also showed that "at-risk" students who experience curriculum that is both rigorous and learner-centered are more likely to persist through high school. Researchers specifically cite inquiry-based and collaborative learning processes as effective tools in low-income classrooms.

To this end and more, it is imperative that Yellowstone College Prep offer a culturally relevant educational experience that will notably improve the common and unique learning needs of Houston's students. YCP's place-based education model, taking advantage of the historic uniqueness of the Greater Third Ward neighborhood, will actively engage student learning within the local community context. Project-Based Learning allows students to delve deep into subject matters and explore issues that are meaningful to them. In addition, Project Based Learning is also a terrific tool for differentiated instruction to ensure that all learners are able to learn in a manner that is effective for them.

Upon analyzing the students' needs based on data, as well as the resource needs of the school, we have determined that the success of our students at Yellowstone College Prep is dependent on the following (in order by priority): quality teachers and instruction, quality and relevant curriculum and instructional materials, a solid student information and financial system, a strong technology infrastructure and a well-designed support system for students with special needs.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 81-2280283

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. | Quality Teachers and Instruction: Hiring of exceptional instructional staff and professional development | YCP has created a professional development schedule that will provide consistent, high quality teacher trainings and coaching in all areas, including PBL instruction. This will create a network of supportive relationships among the teaching staff. YCP's focus on teacher professional growth and collaboration will facilitate teacher sustainability and enhance instruction for students. The community will know YCP for its excellent teachers. |
| 2. | Quality and relevant curriculum and instructional materials | YCP will implement a curriculum that is TEKS-aligned, rigorous, relevant, and reinforced through strong relationships. High-quality instructional materials will include books, software and software subscriptions, videos, resource materials, and student and teacher supplies. These materials will enhance engagement and enrichment, promoting the intellectual development of our students while empowering them to achieve at both the state and national level. |
| 3. | A solid student information and financial system | YCP will purchase an accounting system that complies with state data management and reporting requirements, as well as a student management system and PEIMS Coordinator/Registrar who will track at-risk student cohorts and disseminate reports accordingly. These systems will allow us to monitor students and provide immediate support to them as needed while helping to ensure organizational sustainability through fiscal transparency and compliance. |
| 4. | A strong technology infrastructure: integrated technology-based components such as document cameras, interactive whiteboards, simulations and social media for each subject area. | YCP will employ a technology system to enhance the student learning experience at multiple points in the learning process. YCP teachers may use technology to deliver information, to help students collaborate, to help students connect new understandings to prior knowledge and real world issues, or for students to set goals and reflect on progress. This will also help students develop digital literacy and relevant research skills, as well as develop familiarity with presentation programs. |
| 5. | A well-designed support system for students with different instructional and special needs: Special Education, ESL/ELL, Gifted and Talented, At-Risk/Social Service | YCP will provide students with holistic support based on their individual needs. Because of the diverse and oft-challenging needs of students coming from low-income households, YCP will develop a web of partnerships that provide a variety of services that can benefit our student population, including social service and community partnerships. This will support higher student attendance rates and full student capacity for learning. |

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

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

| # | Title | Desired Qualifications, Experience, Certifications |
|----|----------------------------|--|
| 1. | Superintendent | Master's degree or higher from an accredited college or university. Minimum 7 years of experience in education and 5 years in a management role. |
| 2. | Principal/Project Director | Bachelor's Degree required, Master's Degree/Management Certification preferred. Minimum 7 years of experience in education, at least 3 years in a supervisory position. |
| 3. | Dean of Academics | Bachelor's degree required, master's degree preferred. A minimum of 5 years of experience in education, with specific experience in curriculum development and teacher coaching/training. |
| 4. | PEIMS Coordinator | Bachelor's Degree required. Previous experience managing PEIMS or school data and student information systems preferred. |
| 5. | Dean of Students | Bachelor's Degree required. At least 4 years of experience in education, with specific experience in building student discipline systems, developing best practices for culture and parent engagement. |

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

| # | Objective | Milestone | Begin Activity | End Activity |
|----|---|---|----------------|--------------|
| 1. | By 7/31/2019, all teachers hired and trained on PBL and community classroom learning. | 1. Conduct search for, interview and hire teachers | 03/15/2018 | 07/31/2018 |
| | | 2. Develop professional development schedule | 03/15/2018 | 09/1/2018 |
| | | 3. Conduct initial professional development, including comprehensive PBL training | 06/1/2018 | 08/15/2018 |
| | | 4. Provide targeted professional development and teacher in-service for PBL, HS launch, and other start-up related trainings | 08/01/2018 | 07/31/2019 |
| 2. | By 7/31/2020, have 100% of first 9 th grade class transitioning into 10 th grade. | 1. Carefully develop TEKS-aligned curriculum for all 2018-2019 class offerings | 03/15/2018 | 07/31/2018 |
| | | 2. Thoroughly assess individual needs of each student and develop support plan | 08/16/2018 | 06/30/2019 |
| | | 3. Assess benchmark scores and student data to plan curriculum for 9 th grade courses | 01/01/2019 | 06/30/2019 |
| | | 4. Design culturally-relevant/quality 9 th gr. curriculum | 05/01/2019 | 07/31/2019 |
| | | 5. Assess January 2019 benchmark scores and student data to make necessary adjustments to curriculum to ensure student success for the year | 02/15/2020 | 05/31/2020 |
| 3. | By 12/31/2019, 100% of special needs identified, and support plan implemented. | 1. Assess student data for special needs findings | 05/01/2018 | 09/30/2019 |
| | | 2. Conduct observations based on assessments | 08/16/2018 | 09/30/2019 |
| | | 3. Design support plan for each student identified | 09/01/2018 | 09/30/2019 |
| | | 4. Assess strengths and weaknesses of plans and adjust accordingly | 12/15/2018 | 12/31/2019 |
| 4. | By 09/15/2018, student/financial management systems fully functioning. | 1. Determine specific needs and requirements | 03/15/2018 | 06/15/2018 |
| | | 2. Conduct research and select top vendors | 03/15/2018 | 06/15/2018 |
| | | 3. Install and configure systems | 06/15/2018 | 07/31/2018 |
| | | 4. Train office staff and teachers | 08/01/2018 | 08/30/2018 |
| | | 5. Conduct small Pilot then rollout | 08/01/2018 | 09/15/2018 |

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By TEA staff person:

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

Schedule #14--Management Plan (cont.)

County-district number or vendor ID: 81-2280283

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 **Principal** and the **Dean of Academics** will manage the educational plan and be responsible for designing the curriculum and ensuring strong alignment with the TEKS. The Principal will also be responsible for managing the evaluation process throughout the year, from the classroom activity to the state exam results. YCP's administration of frequent and varied assessments will enable teachers and the leadership team to hone in on serving diverse cohorts of students. Throughout the year, student cohorts will be identified based on risk status, academic records, and demographics in order to monitor outcomes and ensure academic progress. A committee comprised of the Superintendent, the Principal, the Dean of Academics and three additional teachers will set goals for cohorts at the beginning of the year and be responsible for analyzing student outcomes via quarterly progress monitoring. The PEIMS Coordinator will be responsible for pulling student cohort data and delivering it to the committee for review every quarter. The committee will use findings from student cohort data to guide the focus of professional development and strategic planning for instructional delivery, as well as other campus-wide programs needed to support specific groups of students. Parents, who are key partners in promoting their child's learning, will receive student progress reports every three weeks. Teachers will meet in their Professional Learning Communities (PLCs) at a designated time every month to analyze student data together and create responsive instructional plans that address gaps in learning, incorporate necessary re-teaching, and/or provide accelerated instruction to students who need it.

Progress towards goals, and all changes to curriculum or school operations will be communicated to administrators and teachers during in-service and on-campus professional development, then to students during student meetings and non-instructional times. Communication will be provided to board members during bi-monthly board meetings or special called meetings on campus. Those meeting will include a performance dashboard that will enable board members to stay updated on trends associated with enrollment, academic benchmark performance, and other related factors. Communication to parents will be provided in a variety of different ways and forms, to ensure that parents/guardians have every opportunity to be engaged in their child's learning progress and be informed about the ongoing work of the school. As a first line of communication, YCP will invest in a student information system that includes the capacity to broadcast messages via phone, text, and email as needed to the entire student/family population. In addition, teachers will be instructed and trained through the various professional development activities funded by this grant to develop systems in their classroom for frequent parent communication, including phone calls, texts, emails, and in-person meetings and conferences. YCP will also schedule at least one community event per quarter, giving parents the opportunity to gather on campus together with the entire staff to hear updates and participate in other activities.

Yellowstone College Prep will utilize its website and other social media platforms to communicate to the broader community on a regular basis. Through the website, supporters and volunteers will have the opportunity to sign up to receive regular updates from the school and be invited to various functions throughout the year where they can continue to be engaged and informed about YCP's progress.

As a community school, YCP believes that the setting and monitoring of performance goals and the corresponding communication with each stakeholder group is absolutely critical for success. Our degree of success in this area will directly impact the students' capability to learn and grow, the organization's ability to attract and retain top talent, and the opportunity to create a school model that is both effective and sustainable.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 81-2280283

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. | Observe teacher execution of expected instructional practices | 1. | Teachers have attended PD on expected instructional practices |
| | | 2. | Teachers exhibit mastery of expected instructional practices |
| | | 3. | Teachers show ability to adapt practices to meet student needs accordingly |
| 2. | Review and analyze student progress regularly (Grades, MOY/EOY, benchmarks) | 1. | Teachers will access most recent benchmark data prior to start of year |
| | | 2. | Teachers have attended PD related to data interpretation and usage |
| | | 3. | Teachers show ability to adjust instruction or intervention accordingly |
| 3. | Continuous review of teacher classroom data compilation | 1. | All teachers have received PD related to collection, interpretation and use of data |
| | | 2. | Teachers exhibit ability to collect, interpret, adapt and use classroom data for instruction |
| 4. | Gauge quality of teacher and administrator professional development | 1. | Teachers will access most recent benchmark data prior to start of year |
| | | 2. | All teachers have received PD related to collection, interpretation and use of this data |
| 5. | Examine impact of parental and community involvement | 1. | Student enrollment and daily attendance will meet expectations. |
| | | 2. | Classrooms exhibit continued growth of culture and climate. |

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.

Yellowstone College Prep data collection activities will focus on measuring the Texas Essential Knowledge and Skills (TEKS) and the College and Career Readiness Standards (CCRS). Teachers will be responsible for collecting daily and weekly formative assessments in the classroom through strategies such as, verbal checks for understanding, exit tickets, in-class assignments, and weekly quizzes. The Principal and Dean of Academics will oversee this data collection by visiting classrooms and coaching teachers in assessment and evaluation best practices. Quarterly campus-wide benchmarks, designed by the Principal and the Dean of Academics, will be administered to all students on campus on a day designated on the school calendar. Teachers will administer the exams, and the Principal and the Dean of Academics will collect student data. The Principal will lead teachers through data analysis of benchmark results, as well as other relevant classroom-level data such as unit test data, twice per quarter. Teachers will work in their Professional Learning Communities to support one another in planning a response to data.

A norm-referenced test, the NWEA MAP exam, will be administered to the whole campus in January so that the results can inform the subsequent year's curriculum choices and professional development. EOC and STAAR exams will be administered at the end of the year, according to the dates assigned by the state, as summative assessments.

The Dean of Academics will manage the organization and logistics associated with administering standardized tests to ensure the campus is in compliance with testing procedures. The Principal, supported by the Dean of Academics, will analyze EOC and STAAR results. The Principal will report the results to the CEO and Board, and will use the data to inform curriculum and professional development decisions.

Throughout the year, the PEIMS Coordinator/Registrar will track at-risk student cohorts and disseminate reports to appropriate school personnel and the TEA. The ELL Department Chair, Special Education Department Chair, and Social Work Coordinator will receive progress reports on a monthly basis.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 81-2280283

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.

Yellowstone College Prep will be governed by a **Board of Directors**. The **Board of Directors** are part of the Leadership Team at YCP and will take on the charge of ensuring that the charter program receives consistent, high-quality management. The Board will oversee and evaluate the Superintendent, while also overseeing the Superintendent's day-to-day management of the school. Board members will ensure the successful execution of the YCP mission and make sure that the school is fiscally and legally compliant.

The YCP Board of Directors has also committed to being a key leader in establishing partnerships for student practicum and independent studies, while also playing a major role in spreading the word about YCP in the community. Three of the founding board members are either from the Third Ward or live in the community and have deep networks throughout the region. Board members will be voices from within the community to help with recruitment efforts.

The Board of Directors of Yellowstone Education Foundation operating Yellowstone College Prep will meet at least bi-monthly and adhere to the Texas Open Meetings Act (TOMA) as set forth in Texas Government Code, Chapter 551 for any and all meetings relating to operations of the open-enrollment charter school. In accordance with the TOMA and other applicable legal requirements, the Board and YCP will publish the required notice of charter school meetings and will make the minutes of each Board meeting accessible to the public. The Board will hold a closed meeting only under the circumstances allowed under TOMA and as listed in the Amended and Restated Bylaws of Yellowstone Education Foundation, which are aligned with TOMA.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

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

Yellowstone College Prep conservatively projects that it will enroll 240 students its first year of operation across four grade levels: 5th through 8th grade. It has developed a budget that is based on a student count of 10% less than this target, to ensure that the school can thrive even within a lower revenue context. By the third year of operation, YCP projects that it will be able to work entirely within the funds it receives from state and federal sources, and that any fundraising would be for further program enhancement. Assuming that YCP attains its projected student enrollment and percentage rate of attendance as each year progresses, YCP forecasts that the budget would then become even more favorable. YCP is well positioned for financial sustainability after this federal start-up grant expires in July 2020.

In addition to this budget practice, YCP has put together a team with a focus on financial sustainability. With 20 years of experience in education in Houston, which includes over a decade in specific fundraising roles, YCP's Superintendent is highly-qualified to lead the charge to build community partnerships, engage the funding community, and support an active board. The YCP board brings together a wealth of experienced members with a strong background in fundraising, development, management, and strategic planning. They are invested in strengthening education reform in Houston, having served on boards of several organizations for inner-city youth and education before becoming board members of Yellowstone College Prep. Most notably, a majority of the members are either currently residing in the community around the campus or grew up and attended schools in the neighborhood where YCP will be located.

While the board of directors will have ultimate responsibility for the fiscal health of the school, YCP's Superintendent will provide leadership and be responsible for the management of the fundraising plan. A grant coordinator has also been identified who will write grants and assist with the ongoing fundraising effort. For all of these reasons, YCP firmly believes that it will raise local contributions sufficient to address continued expenses after the Federal grant expires.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Yellowstone College Prep does not plan to submit waiver requests pertaining to federal, state or local statutory provisions.

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County-district number or vendor ID: 81-2280283

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.

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The CSP Charter Startup grant will be used in conjunction with other federal programs. Yellowstone College Prep will participate in Federal Title Grants and IDEA (B) Special Education Grant funding. The Superintendent and Principal will be responsible for managing the grant activities in conjunction with those of other grants to ensure there is no duplication of activities. The CSP grant will be carried out in the most efficient manner possible, with grant activities that will include:

Supplementing the recruitment and training of highly qualified teachers. YCP's mission and educational model aims to develop students' knowledge and skills, while teaching them to be active leaders in the community. This will be accomplished by aligning a Community Classroom approach and Project Based Learning model with a rigorous, comprehensive academic framework. To effectively carry out this mission, it is imperative that we make sure to hire the most highly motivated and highest quality educators and equip them with intense preparation (particularly in the area of PBL training) so that they can become the most effective educators possible.

Supplementing curriculum development and instructional materials. YCP's student population will include many low-income, at-risk families. From research, observation, and direct experience, YCP recognizes that curriculum and lesson design are especially crucial for the student population we hope to serve. It is important that we provide a carefully designed curriculum that is both rigorous and learner-centered, while also providing relevant, TEKS-aligned learning materials conducive to strong student engagement.

Supplementing student and financial systems. YCP will purchase an accounting system that complies with state data management and reporting requirements, as well as a student management system and PEIMS Coordinator/Registrar who will track at-risk student cohorts and disseminate reports accordingly. These systems will allow us to monitor students and provide immediate support to them as needed while helping to ensure the sustainability through fiscal transparency and compliance.

Supplementing school technology infrastructure. YCP will employ a technology system to enhance the student learning experience at multiple points in the learning process. YCP teachers will use technology to deliver information, to help students collaborate, to help students connect new understandings to prior knowledge and real world issues, or for students to set goals and reflect on progress. This will help students develop digital literacy and relevant research skills, as well as familiarity with presentation programs.

Supplementing programs for students with special learning needs. YCP will provide students with holistic support based on their individual needs. Because of the diverse and oft-challenging needs of students coming from low-income households, YCP will develop a web of partnerships that provide a variety of services that can benefit our student population, including social service and community partnerships. This will support higher student attendance rates and full student capacity for learning.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 81-2280283

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.

Yellowstone College Prep is considered a local education agency under Chapter 12, Subchapter D, operating as an open-enrollment public charter school. As our mission is to provide the highest quality education to prepare students in Houston's historic Third Ward and surrounding communities for college entry, we will ensure we are prepared to meet the needs of every student who enrolls. In an effort to serve students who are identified as having or suspected to have disabilities under the law, YCP will provide a Free and Appropriate Public Education (FAPE). Our Special Education Department Chair will ensure that YCP complies with all federal and state special education legal requirements mandated under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and state law. All students in need of services due to academic, social, disability and/or emotional concerns will be identified and recommended by a teacher or administrator or at the written request of a student's parent or guardian.

A Response to Intervention (RtI) process will be implemented, which the Intervention Assistance Team (IAT) will use under the direction and supervision of the Special Education Department Chair, to determine if a recommendation is necessary. However, in accordance with U.S. Department of Education Guidance, the RtI process will not be used to defer or delay the referral process and child find obligations of YCP. The IAT includes teachers, administrators, counselors and other related staff.

Also, according to the Individuals with Disabilities Act (IDEA) regulations, students with disabilities will have access to transportation as required by law and the student's IEP. YCP's Social Work Coordinator will work with families of qualifying students to create individualized transportation plans. YCP will also provide legally required transportation for homeless students in accordance with the federal McKinney Vento Act and recently enacted requirements to provide students in foster care with transportation under the Every Student Succeeds Act (which replaced NCLB).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

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

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

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

As we are a subchapter D charter, this section is not applicable to Yellowstone College Prep.

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Amendment # (for amendments only):

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

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

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County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

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

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

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Amendment # (for amendments only):

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

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Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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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: 81-2280283

Amendment # (for amendments only):

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

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

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Amendment # (for amendments only):

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

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

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

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

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

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

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

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

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|-------------|---|---|---|---|---|----|----|----|----|---|----|----|----|-------|
| Campus Charter Schools | | | | | | | | | | | | | | | |
| Open-Enrollment Charter School | | | | | | | 80 | 80 | 40 | 40 | | | | | 240 |
| College/University Charter School | | | | | | | | | | | | | | | |
| New School Under Existing Open-Enrollment Charter School | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | 80 | 80 | 40 | 40 | | | | | 240 |

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



Total Staff 24

Total Parents 320

Total Families 240

Total Campuses 1

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

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|-------------|---|---|---|---|---|----|----|----|----|----|----|----|----|-------|
| Campus Charter Schools | | | | | | | | | | | | | | | |
| Open-Enrollment Charter School | | | | | | | 80 | 80 | 80 | 40 | 60 | | | | 340 |
| College/University Charter School | | | | | | | | | | | | | | | |
| New School Under Existing Open-Enrollment Charter School | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | 80 | 80 | 80 | 40 | 60 | | | | 340 |
| Total Staff | | | | | | | | | | | | | | | 26 |
| Total Parents | | | | | | | | | | | | | | | 350 |
| Total Families | | | | | | | | | | | | | | | 280 |
| Total Campuses | | | | | | | | | | | | | | | 1 |

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

County-district number or vendor ID: 81-2280283

Amendment # (for amendments only):

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

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|-------------|---|---|---|---|---|----|----|----|----|---|----|----|----|-------|
| Campus Charter School (TEC Subchapter C) | | | | | | | | | | | | | | | |
| Open-enrolment Charter School (TEC Subchapter D) | | | | | | | 80 | 80 | 40 | 40 | | | | | 240 |
| College/University/Jr College Charter School (TEC Subchapter E) | | | | | | | | | | | | | | | |
| New School Under Existing Open-Enrollment Charter School | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | 80 | 80 | 40 | 40 | | | | | 240 |

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

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

| | District Name | Campus Name | 9 Digit CDC Number |
|----|---------------|-----------------------|--------------------|
| 1. | Houston ISD | Cullen Middle | 101912044 |
| 2. | Houston ISD | Attucks Middle | 101912041 |
| 3. | Houston ISD | Alcott Elementary | 101912102 |
| 4. | Houston ISD | Blackshear Elementary | 101912110 |
| 5. | Houston ISD | Codwell Elementary | 101912123 |
| 6. | Houston ISD | Hartsfield Elementary | 101912168 |

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

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| Schedule #18—Equitable Access and Participation | | | | |
|---|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 81-2280283 | | Amendment number (for amendments only): | | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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

County-District Number or Vendor ID: 81-2280283

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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input 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 checked="" 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 checked="" type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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

County-District Number or Vendor ID: 81-2280283

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 checked="" type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input 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 checked="" type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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: 81-2280283

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

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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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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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

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

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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 checked="" 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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