

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

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY
Grant Period:	August 1, 2018 – July 31, 2019	Write NOGA ID
Application deadline:	5:00 p.m. Central Time, May 1, 2018	<small>Place date stamp here</small>
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>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 MAY - 1 AM 11:45</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div>
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Democratic Schools Research, Inc., DBA Brazos School for Inquiry and Creativity			
Vendor ID #	ESC Region	DUNS #	
021803	6	966851219	
Mailing address		City	State ZIP Code
410 Bethel Lane		Bryan	TX 77802-
Primary Contact			
First name	M.I.	Last name	Title
Katy		Greenwood	Superintendent
Telephone #	Email address		FAX #
979-775-2152	kgreenwood@brazoschool.org		979-774-5039
Secondary Contact			
First name	M.I.	Last name	Title
Jerry		Deal	Assistant Superintendent
Telephone #	Email address		FAX #
979-775-2152	jdeal@brazoschool.org		979-774-5039

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
Katy		Greenwood	Superintendent
Telephone #	Email address		FAX #
979-775-2152	kgreenwood@brazoschool.org		979-774-5039
Signature (blue ink preferred)	Date signed		

Katy Greenwood Ph.D. *April 30, 2018*

Only the legally responsible party may sign this application.

701-18-111-072

Schedule #1—General Information

County-district number or vendor ID: 021803 Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<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"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***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.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

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
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	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.
X	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.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
X	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 021803

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.

Brazos School for Inquiry and Creativity (BSIC) seeks a 21st CCLC, Cycle 10, Year 1 grant to implement high quality Texas ACE programming at two campuses: Bryan Campus, Bryan, Texas is on the State of Texas Focus List and serves Pre-K through 8th grade students, and the Tidwell Campus, Houston, Texas is in Needs Improvement status, serving Pre-K through 6th grade. The grant program will provide academic support, and enrichment activities to a minimum of 300 students at these two campuses, which are eligible for school wide interventions under Title I, Section 1114. We believe these funds, through the ACE program, will lead to better academic performance, less discipline referrals, better attendance rates and stronger family involvement in educational practice.

The program will build on student individual learning plans by offering individual and small group academic support in reading, writing, mathematics and science (STEM) for students in Pr-K through Eighth Grade. The program will also provide enrichment in academic subjects, a wide range of fine arts, health and well-being, physical conditioning, leadership, study habits and organization skills, as well as family engagement programs to help parents become better equipped to support their children's academic achievement. Evening courses will be offered for parents in Computer Technology, Food and Nutrition, English Literacy, Financial Literacy and other courses as identified.

These two target campuses do not currently offer after-school programs. The grant will allow us to strengthen our educational program in many ways through the establishment of a Community Learning Center at each campus. BSIC will conduct a minimum of 35 weeks of combined after-school and summer programming, 5 days a week for a total of 15 hours per week, during the Fall and Spring Semesters. The summer program will be offered for six weeks, 4 days per week, a minimum of 4 hours a day. This grant will allow us to serve 300 students total from both campuses, as well as 100 parents from both locations.

Programs that are planned will offer a diverse variety of innovative and interactive programming that we believe will facilitate the goals of the grant in terms of higher achievement for our students, improvement in student engagement, acceleration of promotion rates and decrease in absenteeism and discipline issues. We also believe the positive habits and behaviors, and self esteem gained through the after-school program will serve the students well as they progress into high school and later into the work force. Research has demonstrated that quality out-of school learning programs do provide children with the necessary skills and experiences to become successful in school, work, life and family relationships. With the wide array of new experiences offered, our students will have the opportunity to find new interests, new methods of learning and new perspectives on strategies for their future success. Their parents will also find new connections academically and will be better prepared to support their children's educational goals.

We believe the after-school program will provide the impetus to propel many students who have been struggling academically to become highly motivated and academically goal directed. All after-school programs offered will be aligned to State of Texas TEKS and will fit into the student's overall individual plan for achievement and success. Each campus will be supported by the Texas A&M Agrilife program with parts of the after-school program, specifically the robotics program, gardening for students and parents, photography and healthy food and nutrition. The Bryan campus holds a 4-H club charter and the Tidwell campus is also seeking that distinction. Each campus will have an Advisory Council comprised of teachers, administrators, parents and community leaders. A long range target of sustainability will be a priority in planning programs for the centers.

All statutory provisions of the grant will be carried out. An external evaluator will provide an evaluation plan early in the project with benchmarks as well as process and product assessment. This grant opportunity will be planned to have the most impetus, without overlapping with other State or Federal funds. These funds will enhance the programs already in place.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 021803			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$311,000	\$0.00	\$311,000
Schedule #8	Professional and Contracted Services (6200)	6200	204,000	\$3,000	\$207,000
Schedule #9	Supplies and Materials (6300)	6300	\$51,260	\$0.00	\$51,260
Schedule #10	Other Operating Costs (6400)	6400	\$32,000	\$0.00	\$32,000
Schedule #11	Capital Outlay (6600)	6600	\$34,000	\$0.00	\$34,000
	Consolidate Administrative Funds			Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$632,260	\$3,000	\$635,260
5% indirect costs (see note):			N/A	\$31,763	\$31,763
Grand total of budgeted costs (add all entries in each column):			\$632,260	\$34,763	\$667,023
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0.00	\$0.00	\$0.00
Administrative Cost Calculation					
Enter the total grant amount requested:					\$667.023
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$33,351

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 021803		Amendment # (for amendments only):		
Employee Position Title BOTH CAMPUSES		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide (child care)	2		\$5,000
3	Tutors for both campuses	10		\$4,000
Program Management and Administration				
4	Project director (required) 226 days	1		\$55,000
5	Site coordinator (required) 226 days	2		\$80,000
6	Family engagement specialist (required) 226 days	2 half-time		\$35,000
7	Secretary/administrative assistant, data entry, acct.	2 half-time		\$35,000
8	Data entry clerk			
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Janitorial part-time (2 campuses)	2		\$30,000
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay 2 campuses			\$2,000
24	6119 Professional staff extra-duty pay 2 campuses			\$45,000
25	6121 Support staff extra-duty pay 2 campuses			\$25,000
26	6140 Employee benefits 2 campuses			\$20,000
27	Subtotal substitute, extra-duty, benefits costs			\$
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$311,000.00

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 021803		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 Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$.00
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$.00
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator	\$3,000
2	Family Engagement Services, GED, ESL, Technology classes, Financial Literacy	\$20,000
3	Karate – teaches self confidence, self esteem, courtesy, integrity, perseverance, control (two campuses)	\$10,000
4	Food vendor - Food snacks after school for students	\$20,000
5	Stem - Robotics – hand to eye coordination, creativity, communication, math, science, technology	\$1,000
6	Food and Nutrition Classes – cooking class for students – purpose of eating healthy	\$7,000
7	Choice of Piano, Violin, other musical instrument, choir	\$15,000
8	Choice of soccer, cricket, fencing, yoga, running, swimming, basketball	\$30,000
9	Knitting, crocheting, quilting, sewing	\$5,000
10	Ballet, hip hop, square dancing, folk dancing - self esteem	\$10,000
11	Gymnastics, Swimming, Tumbling	\$20,000
12	Cheer leading – self esteem	\$4,000
13	Arts Classes	\$4,000
14	Fees – 4-H membership (3-8 grades), and competitions	\$5,000
15	Transportation – after school to home and to adjunct locations	\$20,000
16	Clubs such as bird watching, environment, weather (speakers, materials)	\$10,000
17	Technology based programs to increase mind strategy	\$20,000
18	Computer-Stem (C-Stem) projects using animation and art	\$3,000
b. Subtotal of professional and contracted services		\$207,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$.00
(Sum of lines a, b, and c) Grand total		\$207,000

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

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 021803	Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval	
Expense Item Description	Grant Amount Budgeted
6300 Supplies for Two Campuses Total supplies and materials that do not require specific approval: Robotics Club, Bryan (\$6300.) Robotics Club Tidwell (\$6300.) Photography and Art Club, Bryan (\$10,630), Tidwell \$10,630 Gardening tools, seeds, soil, plants, portable greenhouse (2) Both campuses \$10,000.00 – Snacks for parents, food for cooking classes, and kitchen supplies \$5,000 Office Supplies (paper, pencils, printer cartridges, misc.) \$2400.00	\$51,260.00
Grand total:	\$51,260.00

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 021803		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$.00
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$.00
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$20,000.00
6413	Stipends for non-employees other than those included in 6419	\$.00
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$.00
Subtotal other operating costs requiring specific approval:		\$20,000.00
Remaining 6400—Other operating costs that do not require specific approval:		\$12,000.00
Grand total:		\$32,000.00

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 021803			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	Leveled Readers	N/A	N/A	\$10,000.00
66XX—Computing Devices, capitalized				
2	For Adult Ed program (20 lap tops) Tidwell		\$	\$12,000.00
3	same, Bryan, Texas		\$	\$12,000.00
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
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:				\$34,000.00

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

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Schedule #14—Management Plan

County-district number or vendor ID: 021803

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree, teaching experience, experience with after-school programs, documented experience of organization skills and leadership skills. Ability to carry out provisions of TEXAS ACE blueprint.
2.	Site Coordinator(s)	Bachelor's Degree, educational experience as teacher or staff, knowledge of all aspects of campus; familiar with community resources; bilingual English-Spanish preferred.
3.	Family Engagement Specialist	College courses, experience working in a school setting, experience working of parents of school-aged children, adult education experience preferred, bilingual English-Spanish required.

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.	Provide academic assistance, including tutoring to students who need support.	1. Grand opening of each center. Open house	09/04/2018	9/04/2018
		2. to explain program to parents		
		3. Operate Center in accordance with approved	09/04/2018	8/31/2019
		4. grant calendar		
		5. Finalize schedule of tutors and teachers	08/15/2018	08/15/2018
2.	Provide students with after-school enrichment activities to support academic, social development.	1. Begin semester schedule of enrichment	9/04/2018	12/21/2018
		2. Finalize agreements - enrichment vendors	08/15/2018	09/04/2018
		3. Evaluate program of enrichment	12/18/2018	12/21/2018
		4. Publicize Spring Schedule of Enrichment	01/06/2019	05/1/2019
		5. Publicize summer schedule of activities	05/15/2019	07/15/2019
3.	Provide project staff with training and development necessary to implement grant	1. Texas ACE training	8/15/2018	7/31/2019
		2. Texas ACE annual conference	8/15/2018	7/31/2019
		3. In-house training – evaluation	8/15/2018	7/31/2019
		4.		
		5.		
4.	Provide family engagement activities and educational courses as identified	1. Prepare and distribute flyers on family		
		2. engagement activities	8/15/2018	7/31/2019
		3. Secure vendors who will help with courses		
		4. for families	8/15/2018	7/31/2019
		5. Offer family engagement and courses	9/04/2018	8/31/2019
5.	Enact the Texas ACE blueprint to comply with all statutory provisions	1. Seek more information from TEA about the	8/15/2018	7/31/2019
		2. Texas ACE blueprint for technical		
		3. assistance through training and workshops		
		4. Adhere to Texas ACE blueprint	09/4/2018	8/31/2019
		5.		

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

As part of the annual Needs Assessment required by all Title I schools, as well as by the State of Texas Compensatory Education program, all campuses at the Brazos School for Inquiry and Creativity developed a survey for parents in March, 2017 to obtain information relevant to future planning needs as well as priorities for campus improvement planning. The compilation of the surveys at all campuses indicated that parents wanted to see more options for extra-curricular programs as well as after school programs. The need was identified that a longer school day or after school programs would be helpful for struggling students. Budget constraints in the past have prevented campuses from including any programs other than the basic essential core curriculum, during the required instructional minutes of the academic year.

Surveys to teachers, from the District, also were helpful, in that teachers indicated that more integration with science and the arts, which have been lacking, would be helpful, as well as more extended time for tutoring of students. Teachers would like to see an expanded curriculum beyond the core curriculum simply to provide more interest and motivation for their students. Teachers support the need for an after school program and are enthusiastic in helping plan for a wide array of tutoring and enrichment offerings.

At all campuses, we have a high percentage of non-English speaking parents. There is the need for more engagement of this community in the school and by offering programs that will expand the knowledge of these parents in communication, in nutrition, in technology, in English literacy and in basic foundational knowledge will be a wonderful asset for the school and for the parents. 90% of the parents of the students at both the Bryan and the Tidwell campus are working and support the need for an after-school program that will further expand the learning development of their children. Parents can be involved in evenings and Saturdays, but very little during the regular school day. They are eager to participate in the programs specifically planned for parents and families.

Assessment of the community in both Bryan/College Station and Houston indicate that many vendors are willing to assist in the provision of a full array of enrichment activities that would enhance academic learning and provide an impetus for student interest and engagement, as well as foster parent commitment and involvement.

A key partner will be the Texas A&M AgriLife Extension Service, in both Bryan and Houston. In addition, resources and support from non-profit organizations such as Young Audiences – Arts for Learning Houston, Full Steam Ahead, and the Houston Arts Partners will be instrumental in providing a full array of after-school quality programs.

Full Steam Ahead is designed to benefit students with limited access to high quality STEM and arts integrated opportunities. Full Steam Ahead connects resources, lessons, partnerships, and ideas through an open educational resource sharing website open to parents, educators and community members. All programs are aligned with TEKS and STAAR specific objectives, providing vocabulary and SmartBoard resources.

Each campus Community Learning Center will focus on three objectives: academic enhancement, enrichment programs beyond the basic core curriculum, and parental engagement through programs and formal classes.

The after school program will fill the gaps in developing the whole child – building creativity, motor skills, intellectual skills and a more expanded knowledge base to approach life in general, and will expand the skills of parents as well. We are pleased to embrace the goals of the 21st Century Community Center approach in the hopes of building motivation and interest in learning and further building positive relations with parents as partners in the learning development of their children

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

This applicant is part of a planned partnership.

This applicant is unable to partner.

Without funds for extra-curricular activities, the Bryan campus took steps to become a chartered club through the Texas 4-H Program through Texas A&M Extension Service in March, 2018. The BSIC 4-H In-School/After-School Club was approved March 24, 2018. This connection and partnership has fostered the 4-H organization at both Texas A&M AgriLife Extension, Texas A&M University, and the same extension program at Prairie View A&M University to assist the Bryan campus with both in-school and after school programs that we hope to expand under the grant at the Bryan campus and to replicate at the Tidwell Campus in Houston, along with other programs with additional vendors as well as volunteers.

During the 2017-2018 school year, the Bryan campus has identified four programs that the 4-H organization has helped design and has supported with volunteer support:

1. Growing U in-school club (3rd through 5th graders) – The 4-H organization participates in hands-on activities in the classroom and outdoors using Junior Master Gardener, Learn Grow East and Go, and Walk Across Texas to align with the TEKS curriculum. A school garden has been plotted and will be expanded for the 2018-2019 academic year to involve parents to help grow vegetables for school families. Growing U club provides many learning experiences in using garden tools, team work, nutrition lessons, food demonstrations, vegetable tastings, and engagement in physical fitness activities. Students will also be engaged in writing in student garden journals to keep record, analyze and explore their Growing U experience.
2. Robotics/STEM After-School Club (3rd through 8th graders) – 4-H Robotics/STEM Club uses Lego EV3 robots and Mindstorms software to create unique robots and program them to complete various tasks. We have participated during 2017-2018 in the Brazos County Robotics Workshops and competitions. We have also added engineering and circuitry to our activities this year, the hallmark of a true STEM club. This program, due to lack of funds for robots has been minimal, but we hope to expand and also to replicate at the Tidwell campus.
3. Photography After-School Club (3rd through 8th graders) – Photography Club is for students who are interested in learning 3 levels: 1. Focus on Photography (equipment, lighting, composition, skill building), 2. Controlling the Image, and 3. Mastering Photography. Club members will create videos using photography, stop-motion, animation, and green-screen technology. Both campuses are in need of supplies and materials for this after-school program.
4. Heroes 4-Health Summer Camp Cooking Club (3rd-8th graders) – Heroes 4-Health cooking club is designed to inspire students to try new recipes using vegetables from school gardens and to learn the nutritional benefit of the foods that they are cooking. Each week students work together on a team to prepare a delicious dish, and they get to share the dish with their parents and others. While creating these recipes, students learn basic cooking and kitchen safety skills. Teams will also have the opportunity to compete in Texas 4-H Food Challenge

This partnership has been very helpful in fostering after-school programs at the Bryan campus and will continue to assist both in Bryan and at the Tidwell campus during the life of the grant and will help sustain the programs in years to come.

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The planned addition of Community Learning Centers at both the Bryan Campus and the Tidwell Campus will expand the range of services to our students and parents and will positively impact student performance, attendance, discipline referrals and advancement. Because the Bryan campus serves students through the 8th grade, and the Tidwell campus serves students through the 6th grade, we cannot project improved high school graduation rates and/or career competencies, but it stands to reason that better performance at the middle school level will ultimately lead to better performance at the high school level.

Moreover, Tufts University research on positive development of youth demonstrates the long term effect of quality co-curricular programs, particularly through the 4-H organization beginning in the 3rd grade. After starting 4-H in the 3rd grade, 4-H'ers in Grades 7-12 were nearly 4 times more likely to make contributions to their communities; these students were 2 times more likely by the 10th grade to participate in science programs during out of school time, and 4-H'ers were nearly 2 times more likely to make healthier choices than their counterparts. Other research illustrates how music and art are likely to effect positive thinking habits and study habits, leading to higher rates of academic performance.

Both campuses are Title I campuses and are comprised of over 80% of economically disadvantaged students. Campus demographics indicate the student population is 48% Hispanic and 48% African Americans and 4% White populations. During 2016-2017, the Tidwell campus was a Needs Improvement campus, in terms of STAAR testing; the Bryan campus is on the Focus List for school improvement. The after-school program will focus on three objectives at both campuses:

1. Enhance academic achievement through individual plans that identify tutoring needs and through integration of science and the arts into the basic core curriculum by offering programs that align with TEKS and STAAR content. Integration will be focused on fine arts and the core curriculum, STEM and the core curriculum and physical activities also linked to the core curriculum. Field trips and hands on activities will all be tied to TEKS objectives. We believe that the after-school program holds great promise and potential for improving academic achievement.
2. Enrichment programs will provide the impetus for student interest and engagement in school and will aid in student discipline and attendance issues. The programs offered will be varied in nature in order to meet the diverse interests of the students individually and as a whole. The range of programs offered will include fine arts, stem programs, and physical activities that will enhance the development of each child in a positive way.
3. Engage parents in partnering with the school to foster learning goals of the students and to develop lasting family learning patterns that will continue to advance the student toward a life of learning that will positively impact high school graduation rates and career path building.

The after-school program will provide the impetus for greater parental involvement and will tie more completely to goals under ESSA for such involvement. Through the staffing of the grant, a calendar of activities and specific parent engagement objectives will lead to a more positive school environment of cooperation between parents, teachers and students. We believe the overall impact will lead to greater academic performance, higher rates of attendance, less discipline referrals and overall advancement of students toward educational excellence.

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Much research has been completed in the last 10 to 15 years that demonstrates how co-curricular programs, if carried out with integration and linkage to core subjects intended, can lead to stronger academic performance, achievement and overall youth development.

The Tufts University longitudinal study conducted by the Institute for Applied Research on Youth Development beginning in 2002, and conducted for 8 years, found high correlation between positive youth development for those students who were 4-H participating members and positive skills of coping, learning and living. 4-H club members were more likely to have positive and sustained relationships between youth and adults, had acquired important life skills, and were able to use skills as participants and leaders in valued community activities, (Lerner and Lerner, *The Positive Development of Youth: Comprehensive Findings from the 4-H Study of Positive Youth Development*, 2009)

Integration, particularly in the STEM area as well as the Arts, is often touted as a “magical” curriculum outcome. However, research has shown that integration demands a high level of creativity, a propensity toward problem solving, perseverance and collaboration for teachers to be successful in integrating co-curricular programs with the core curriculum. It is not simply combining two elements, but great care must be made to carefully align standards between the core subjects and the co-curricular activity.

Important research by Hetland, Winner, Veenema and Sheridan in their research described in “Studio Thinking: How Visual Arts Teaching Can Promote Disciplined Habits of the Mind” demonstrate the positive connection when art education and reading and math are aligned and result in habits of learning that will serve the student well into adulthood; such habits include thinking creatively, thinking “outside of the box”, seeing beauty in work projects, alignment of component parts, respecting contributions of others, and feeling comfortable working in groups toward a common goal. The J. Paul Getty Trust has funded three phases of research on how the Visual Arts strengthen the student’s ability to grasp essential skills, particularly in reading and math.

Music is seen as a natural part of children’s lives, is a contributing factor to overall development, and is too often missing from the standard curriculum of today’s school. There is a growing body of research literature upholding common beliefs that when music is planned and integrated, music can support learning in language and mathematics as well as the acquisition of cognitive, social, physical and emotional skills. (An, 2012, Bryant, 2012, Southgate & Roscigno, 2009)

There is equally important and abundant research on integrating “movement” in the learning process, drawing on research supported ideas that students learn better when they are active in the learning process through hands-on activities and applying the principles of inquiry, discovery, investigation and interpretation. “Active Academics – Learning on the Move!” details how research has shown the importance of students being able to “move, to wiggle”, to bring their entire bodies into the learning environment in harmony with their minds.

This grant will allow the Brazos School for Inquiry and Creativity to seek out best practices of integration between co-curricular programs and the basic core curriculum with the overall goal of demonstrating stronger academic performance, less discipline issues, better attendance rates, and an overall more satisfied student that is goal oriented toward learning and healthy life habits.

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Brazos School for Inquiry and Creativity uses academic assessment tests in the beginning of school, followed in December, and again at the end of the school year to determine gain scores, apart from STAAR testing, along with student questionnaires, and profile data to identify each student's strengths, interests and areas for improvement. Records of attendance and behavior are also used to determine possible needs of each child. An individual plan is developed so that teachers, parents and the student can see progress and areas for improvement.

The After-School program will rely, as a base-line, on the student individual learning plans to focus on enhanced academic learning and enrichment activities that will allow the students to grow, develop and find success academically, socially, and personally. Experiences will be designed to address the development of the whole student and will seek to develop behaviors that will have long-term benefits to the students by involving them in choosing some of the activities that will be offered. BSIC seeks to help students take charge of their own growth and development, aided by teachers, tutors, parents and quality vendors.

The finalized calendar will be presented to Texas Education Agency once the grant is awarded.

In addition to individual and group tutoring in specific core subjects, programs will include a wide array of enrichment activities. Students will be able to choose among an array of science and art integration projects, (Robotics, Gardening, Photography) an array of fine arts (Art, Music, Theatre, Dance), an array of physical activities (Tumbling, Gymnastics, Yogi, Cheerleading, Soccer, Swimming, Martial Arts) and choices among technology driven activities (Graphic Arts, Puzzle Games, Competitive Math, etc.) as well as leadership and problem solving, and social skills that will give the student confidence and self esteem.

Each activity planned will be grade level specific and aligned with the grade level TEKS in order to maximize the best and most successful results in terms of student learning outcomes.

The site coordinator will also communicate frequently about the other weekly activities planned for the evenings, for Saturdays or for special holidays, with the abiding goal of enhancing academic learning through focused tutoring and enrichment programs that will be of interest to the students.

The grant will meet the special provisions that require 35 weeks per year, including summer, (29 weeks in Fall and Spring and 6 weeks in the summer) and fifteen hours (15) per week (including afternoons, evenings and weekends) for a minimum of five days a week throughout the terms of the grant.

In the summer, not only tutoring, but special camps will be provided in terms of robotics, 4-H club endeavors, physical fitness campus and/or music and dance camps.

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Communication regarding the Community Learning Centers schedule, the planned academic achievement programs, the calendar of enrichment activities, and the schedule of parent courses and family involvement activities will all be detailed in various kinds of communications, delivered both in English and Spanish.

The website of the school will update on a regular basis the calendars of all offerings of the Community Learning Centers. Campus newsletters will provide information on what has happened and what is upcoming on a monthly basis. Letters to parents will also target and specify programs that will be of interest to specific parents and students.

Information about the after school program will be included in Enrollment Packets for students. Policies regarding the After School program will be detailed in the Student Handbook and the Parent Student Compact.

Teachers will send home information on a daily basis the kind of information that parents will need to participate fully in the various kinds of programs.

Specific steps will be taken by the Project Director, the Site Coordinators and the Family Engagement Specialists to communicate to all parents equally and to take special measures to make sure information is provided in a way that is accessible and meaningful to parents. The project staff will also communicate internally to the teachers and staff with regular reports on accomplishments, activities and needs for collaboration and involvement on the part of the regular school staff.

Because the Community Learning Centers will be located on the two campuses, which is already familiar to parents, accessibility and knowledge about the location be well known to the parents and students.

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Transportation will be provided to the students for the after-school programs as needed.

The Tidwell Campus will use the vendor that already provides bus transportation on a regular basis to bring students to and from school. This vendor will be contracted on a regular basis to transport students after school, to adjunct sites for special programs and for field trips that require bus transportation. Such transportation will include parents on a needed basis.

The Bryan Campus does not normally provide bus service to and from school. However, for the after school program and for transportation to adjunct sites, and for field trips, buses/vehicles will either be leased, or rented.

BSIC will make sure that transportation is not a barrier for students to participate in the after school program. Items in the budget include provisions for transportation for the after-school program at both campuses and for Saturday and Summer program needs.

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Even though the Bryan campus has an agreement in place with Texas A&M University for potential teachers to provide volunteer tutoring services, such volunteers will not be a relied upon feature of the grant.

No volunteers will be scheduled for the grant. Only employees hired to administer the grant, other teacher employees who will be available for tutoring or sponsorship of clubs, and current staff will be responsible for implementing the grant. along with paid vendors.

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Brazos School for Inquiry and Creativity has previously had limited funds to sponsor a campus or community after-school programs, although to do so has been part of the vision and mission of the school for several years.

Partnering with Texas A&M Agrilife Agricultural Extension Service in 2017 has been the first step in envisioning a long term sustainable after-school program, by seeking a 4-H Club Charter for each of the campuses in this grant. Club Charters have the support resources from staff at both Texas A&M University and Prarie View A&M, as part of their own outreach missions to support club charters in 4-H. That support has the possibility to acquire equipment over time, and to provide guidance and leadership for innovative programs, such as the family/school gardens and the joint projects with families to grow chickens that will lay eggs for family use.

We realize that the 4-H Club connection will not be sufficient to sustain the entire range of programs that are funded under the 21st Century Community Learning Center grants, but it is a first step.

During the life of the grant, we will identify additional ways that we can become self-sufficient in order to sustain the after-school programs and to possibly continue the family engagement activities as well. Our Advisory Council will be asked to study the sustainability question and to continue to develop plans for future sustainability when the grant expires.

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The grant program will supplement, not supplant existing programs within the two campuses where learning centers will be held.

State funds are used according to TEA Financial Standards and TEA Code regulations in covering the basic educational program of Brazos School for Inquiry and Creativity. The basic foundational subjects are offered, as well as the required physical education classes. Computer skills are integrated into the regular curriculum. No funds are currently spent from State funds on co-curricular programs.

Federal programs providing Title I, Title II, Title III and Title IV serve very specific and targeted goals within the school program. These funds have been instrumental in providing travel and expenses for professional development of all teachers, paying for core curriculum software and extra reading books, extra computers, as needed, teacher aides at the lower educational levels, and instructional supplies for each class. No federal funds have been used for co-curricular activities, for field trips, for parent activities or for dedicated enrichment programs for the campuses.

This grant will provide much needed resources for offering enhancements to the academic program and enrichment programs that will help attendance, behavior issues and interest in school. There will be no overlap of financial resources or duplication of effort in the use of these funds.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 021803

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Brazos School for Inquiry and Creativity Bryan Campus 410 Bethel Lane, Bryan, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8	
	9-digit campus ID number:	021803-001				
	Cost per student	\$754.50				
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Brazos School for Inquiry and Creativity Tidwell Campus 1055 West Tidwell, Houston, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	9-digit campus ID number:	021803-102				
	Cost per student	\$754.50				
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The overall management plan for the project assures that the Community Learning Centers are not isolated from the regular school operations, but are integrated in terms of overall goals, are in harmony with the Needs Assessment and Campus Improvement Plans that are targets in the overall management of the campuses in general.

The Project Director will be charged with ongoing communication with the Principals and the District Office of BSIC in order to make sure the overall objectives of the Centers align not only with Texas ACE blueprint, but with the goals and objectives of each campus and with the mission and vision of the Charter as well.

Site Coordinators will be charged to meet regularly with the Campus principal and work collaboratively with teachers to ensure that the individual plans of students are being considered in the planned activities of the Community Learning Centers. Collaboration on remediation and tutoring will be essential in meeting the overall learning goals of the students.

The Family Engagement Coordinators will also meet regularly with the Campus Principals and coordinate communication to parents regarding the opportunities provided by the Community Learning Centers.

The Advisory Councils at both campuses will be comprised of members of the teaching and support staff to make sure communication is shared between the regular school program and the after-school program.

The objectives of the after-school program will be prepared in GANT Chart form and will be shared in the orientation sessions with teachers and staff in August, 2018 and updated throughout the year at faculty and staff meetings. As academic benchmarks are achieved in the regular school program each six weeks, teachers, campus principals, and staff responsible for the after-school program will continuously analyze progress and make adjustments in the hopes for accelerating academic progress through the planned tutoring programs or with the enrichment activities.

Data from benchmarks and six weeks reports will be shared regularly with the project staff.

Budget adjustments and/or amendments will be in line with meeting the objectives of the project. Project meetings monthly with the Superintendent will be for the purpose of making sure the expenses of the grant are in keeping with all state and federal financial standards and are designed to make the most progress, individually and overall, for the students as a whole. All expenses will follow the standard financial procedures for regular expenses of the school and will be reported on to the Board of Trustees monthly along with all of the other regular financials of the school.

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

County-district number or vendor ID: 021803

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Project Team will work with the Independent Evaluator to formalize the evaluation plan early in the project and to set in place process instruments as well as the outline of the overall product report to be finalized toward the end of the project. Such instruments will involve every aspect of the project in terms of time and effort, quality of instruction, quality of vendors selected and actual benchmarks in terms of academic progress of the students involved. Additional instruments will measure attitudinal change, behavior changes and overall growth and development of the students.

Process evaluation of the project will intersect with the ongoing assessment plans of the regular program in terms of pre and post testing, development of individual plans, six week's grades, benchmarks, attendance data, and discipline referral data. A team effort between teachers, staff and project staff will continuously evaluate the approaches and successes of the project.

Tools used in the data collection process will adhere to the Texas ACE blueprint and will gather information as prescribed by the program. Interviews with parents will be part of the ongoing evaluation of the project. Feedback from vendors will also be included for a holistic view of the project.

Primarily, monthly findings from the evaluation process will be communicated frequently internally in various ways. The findings of the formal evaluation at the end of the project will be available for public review and posted to the website along with other results of testing and assessment for each campus.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 021803

Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input 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: 021803

Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 021803

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input 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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County-District Number or Vendor ID: 021803

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: 021803		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 021803

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 021803 Amendment number (for amendments only):

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 021803

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? Yes No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? Yes No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested on **Schedule #6--Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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