

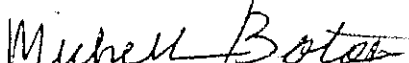
Texas Education Agency Standard Application System (SAS)

2017–2019 Public Charter School Program Start-Up Grant				
Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	May 1, 2017, to July 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEA'S ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 DEC 15 PM 12:46</div>
Application deadline:	5:00 p.m. Central Time, December 15, 2016			
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>			
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Kaleidoscope Youth Development Services, DBA The Rhodes School	101-861	The Rhodes School- No # currently assigned as this is a NEW SCHOOL	N/A	
Vendor ID #	ESC Region #	DUNS #		
		785012993		
Mailing address	City	State	ZIP Code	
12822 Robert. E. Lee	Houston	TX	77044-2411	
Primary Contact				
First name	M.I.	Last name	Title	
Michelle		Bonton	Superintendent	
Telephone #	Email address		FAX #	
281-319-9300 or 281-224-5873 (c)	mlbonton@rhodesschool.net		281-459-9782	
Secondary Contact				
First name	M.I.	Last name	Title	
Miranda		Moore	CFO	
Telephone #	Email address		FAX #	
281-458-4334 or 281-702-4317 (c)	mmoore@rhodesschool.net		281-459-9782	
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
Michelle		Bonton	Superintendent
Telephone #	Email address		FAX #
281-319-9300	mlbonton@rhodesschool.net		281-459-9782
Signature (blue ink preferred)	Date signed		


Only the legally responsible party may sign this application.

12/15/16

701-16-101-031

Schedule #1—General Information

County-district number or vendor ID: 101861

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101861

Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND Either of the following: <ul style="list-style-type: none"> A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; A detailed description of the admission requirements for the campus charter;

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		<ul style="list-style-type: none"> The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101861

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101861

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.

Program Overview: Kaleidoscope Youth Development Services DBA The Rhodes School (TRS) proposes to expand its evidence-based instructional model to over **400** students within Houston's Fall Creek community. Goals are to 1) increase academic achievement for economically disadvantaged students and African American students in particular in the community (in 2015-16, African Americans scored lower than all sub-pops on STAAR with more than 50% of them failing to meet standard, and only 39% of all economically disadvantaged students met standard); and 2) Expand educational choice within the area

Program Need: Located within the Houston City limits and part of the Humble ISD and within 15 minutes of the inner city, Fall Creek can truly be considered "A Tale of Two Cities." One segment of the area is flanked by multi-million dollar homes and golf-courses in master planned subdivisions, and the other is home to trailer parks, low income multi-family housing units, industrial complexes and the largest landfill in the city of Humble and one of the largest in the surrounding Houston area. The contrasting stories do not end with housing. The disparities are also reflected in student achievement. Park Lakes Elementary, North Belt Elementary, and Lakeland Elementary are all listed as 2016-17 Focus Schools – the second year for each school. The chart below reflects the performance of African American vs. non-African American students in the target schools in all subjects and on Post Secondary readiness for the most recent accountability period.

SCHOOL	% Passing All Subjects			% Meeting Post Secondary Readiness		
	Black	Hispanic	White	Black		White
Lakeland	55%	66%	70%	15%	31%	*
North Belt	52%	63%	65%	13%	16%	*
Park Lakes	47%	67%	72%	14%	25%	47%

FIGURE 1 Source: Texas Education Agency

The discrepancies in achievement amongst the students is clear and warrants attention. School choice for parents in the community is extremely limited with there being only one other charter school within a 15 mile radius. Limited income, limited access to dependable transportation (there is no public transportation available for area residents) low education levels, job insecurity, and a lack of parent engagement common to this underrepresented African American population are all barriers to the school choice that so many other parents have been able to avail themselves of. As a result, parents have limited options for seeking relief for their children and are forced to remain stuck in a cycle of persistent failure.

Families in the community deserve a viable alternative to the current school offerings. We believe that The Rhodes School (TRS) represents such an alternative. TRS has a 9 year track record of academic success and meeting the needs of the target population. We have met or exceeded state standards every year of our existence, and for 7 out of the 9 years we had the highest or second highest accountability rating available. Also, when directly compared with the three target schools, TRS consistently outperforms them.

Program Purpose, Goals, and Objectives: Through a comprehensive, systemic and systematic approach to teaching and learning, TRS proposes to implement The Convergence, a Science Technology Engineering Arts and Math (STEAM) school model. Performing and visual arts will serve as the framework through which students learn the skills and concepts required for them to be successful in reading, math, and science with a particular emphasis on increasing student opportunities for STEM learning. The model engages students through authentic learning experiences that routinely take them outside the classroom and into the real world where they have opportunities to apply classroom theory in everyday settings. As students explore and apply newly acquired knowledge of the STEM concepts to the things that interest them, their level of engagement will automatically increase. In the National Education Association's 21st Century Learning for Academic Achievement Framework's Inventive Thinking quadrant (See Figure 2 below), creativity, curiosity, and risk taking are among the catalyst for success. Students are more likely to take risks and be curious about things that interest them. The Convergence provides opportunities for students to learn core content within the framework of STEAM fields

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101861

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.

they are naturally drawn to. High-need students will be offered an integrated STEAM education along with academic interventions grounded in critical literacy and mathematics skills, project-based learning opportunities (High Productivity as outlined in Quadrant 4 of fig. 2) in STEM and the arts to develop their aptitude and interest in emerging fields, and communication and leadership, as identified in Quadrant 3 (fig. 2). We will increase academic achievement by: 1) Implementing a STEAM instructional model heavily focused on project based learning; 2) Providing a character education program focused on developing students' communication skills (Quadrant 3); and 3) Providing a high quality teacher development program for first year and teachers new to our organization; **Specific objectives**

1) The % of all students meeting state standard in assessed areas will increase by 10% by the end of year 2 and an additional 5% above year 2 for year 3 and beyond until 85% of all students meet standard. 2) The % of all students who meet standard on the post-secondary readiness indicator will increase by 10% by the end of year 2 and an additional 5% above year 2 in year 3 and beyond until 85% of all students meet standard.

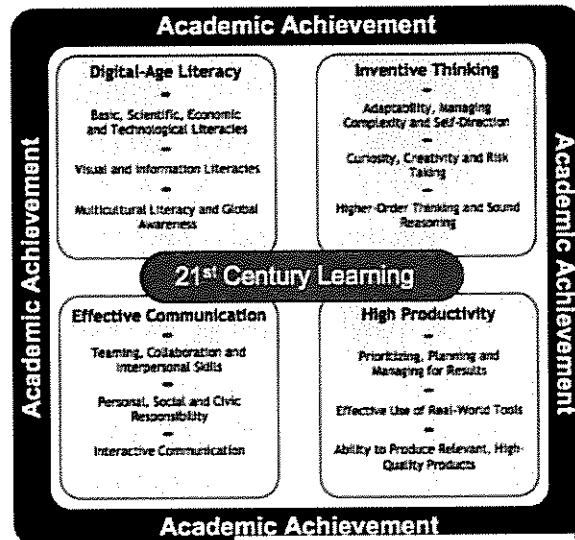


Figure 2: Source: NEA.org

Expanded Services: TRS is expanding its ability to offer STEAM education to middle school and high school students as well. Through a community approach, TRS will combine the autonomous efforts of evidenced-based programs and services into one comprehensive program. The table below illustrates the services being offered.

Service Provided	Description of Existing Services	New or Expanded Service
STEAM Based Learning	There is little to no STEAM instruction currently provided. The current instructional model is an arts-based model. Student focus is on performing and presenting as opposed to the science and related technology of arts-based fields.	Students will engage in STEAM activities via online, face-to-face, in school, out of school (via field experiences), and after school, learning platforms. They will have produce products and have multiple opportunities for presenting their work in authentic settings. E.g., learning the technical side of music recording and video game development. There will be at least 6 field experiences each year, and students will produce at least 4 STEAM based projects.
Dedicated in-school time for individualized academic support	Not offered at this time. Most in-school support is provided in group format and does not necessarily address individual student needs.	Tier two interventions in core subject areas (with focus on literacy and mathematics) and a game based tutoring technology of STEM education programming delivered throughout the project period.
Quadrant 3 skills of effective communication	Limited offerings at this time. No dedicated teacher or time in the student schedule for most students.	Structured provider training to develop teachers' pedagogy around peer mediation, conflict resolution, and character development training for students. Additionally, the school scheduled will be structured so that all students have at least 2 hours per week of focused instruction in Quadrant 3 areas.
Lone Star College Mobile Go	Currently offered through San Jac College for existing campuses	Through a partnership with Lone Star College –this new TRS campus will offer resources to promote college access and adapt high school strategies to prepare students for college.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101861			Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12					
Grant period: May 1, 2017, to July 31, 2019			Fund code: 258		
Budget Summary					
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$376,648	\$288,940	\$665,588
Schedule #8	Professional and Contracted Services (6200)	6200	\$60,849	\$60,849	\$121,699
Schedule #9	Supplies and Materials (6300)	6300	\$12,713	0	\$12,713
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$450,210	\$349,789	\$800,000

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101861				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	Total Budgeted Costs
Academic/Instructional						
1	Teacher	22	0	\$92,631	\$173,684	\$266,315
2	Educational aide	0	0	\$0	\$0	\$0
3	Tutor	0	0	\$0	\$0	\$0
Program Management and Administration						
4	Project director	1		\$28,318	\$10,619	\$38,937
5	Project coordinator	0	0	\$0	\$0	\$0
6	Teacher facilitator	6	0	\$156,000	\$58,500	\$214,500
7	Teacher supervisor	0	0	\$0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0	\$0
10	Grant accountant/bookkeeper	1	0	\$17,699	\$6,637	\$24,336
11	Evaluator/evaluation specialist	0	0	\$0	\$0	\$0
Auxiliary						
12	Counselor	0	0	\$0	\$0	\$0
13	Social worker	0	0	\$0	\$0	\$0
14	Community liaison/parent coordinator	0	1	\$26,000	\$9,750	\$35,750
Other Employee Positions						
15	Marketing/Student Recruitment Specialist	1	0	\$26,000	\$9,750	\$35,750
16		0	0	\$0	0	0
17		0	0	\$0	0	0
18	Subtotal employee costs:			\$346,648	\$268,940	\$615,588
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112 Substitute pay			\$0	\$0	\$0
20	6119 Professional staff extra-duty pay			\$0	\$0	\$0
21	6121 Support staff extra-duty pay			\$0	\$0	\$0
22	6140 Employee benefits			\$30,000	\$20,000	\$50,000
23	61XX Tuition remission (IHEs only)			\$0	\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs			\$30,000	\$20,000	\$50,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$376,648	\$288,940	\$665,588

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: 101861			Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Costs	Implementation Costs	Total Budgeted Costs
1	PEIMS SOFTWARE AND MANAGEMENT SERVICES	\$30,849.50	\$30,849.50	\$61,699
2	PROGRAM MARKETING AND ADVERTISING	\$30,000	\$30,000	\$60,000
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$60,849.50	\$60,849.50	\$121,699
b. Remaining 6200—Professional and contracted services that do not require specific approval:		0	0	0
(Sum of lines a, b, and c) Grand total		\$60,849.50	\$60,849.50	\$121,699

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: 101861		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6300	Total supplies and materials that do not require specific approval:	\$12,713	\$0	\$12,713
Grand total:		\$12,713	0	\$12,713

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: 101861		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0	\$0	\$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$0	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0	\$0	\$0
Grand total:		\$0	\$0	\$0

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 101861

Amendment number (for amendments only):

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

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

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On this date:

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 101861

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process: The Rhodes School's needs assessment process is a systematic effort that helps TRS acquire an accurate and thorough picture of the strengths of the potential school community that may be used in response to the identified educational needs of each student. Through data collection, TRS administration facilitates a formal assessment of statistical data by zip-code. Data, such as drop-out rates, graduation records, teacher turnover rates, and community demographics are extracted from sources such as the state accountability site, the census and other public records. TRS also uses surveys for data collection. Surveys are administered to teachers, staff, parents, and the community. Once the data collection process is complete, it is compiled in a ready to use form and analyzed to identify TRS's key findings. This helps to highlight significant trends, reveal differences across certain segments of the community, and validate anecdotal evidence of community needs and assets.

Prioritizing the Need: During the final step of the assessment process the data is sorted and prioritized by a ranking system that is compared against the TRS school profile. The following seven questions are in-line with the TRS vision and ranked on an agree, moderately agree, and strongly agree scale:

- 1) Does this location offer continuity of adjacent TRS schools?
- 2) Is the need for the new location demonstrated through parental and community need?
- 3) Are the demographics closely aligned with the TRS school profile?
- 4) If this is an acquisition, are the school or District program offerings closely aligned with the need?
- 5) Are there any existing schools within close proximity of the new location that offer the same type of instructional program, and which are meeting state standards?
- 6) Are the community resources that are available sufficient to support student success?
- 7) Is there a need for an increase in academic success?

With improving quality education for low-income minorities at TRS's core, there is a huge need to increase overall academic success by improving the continuity of TRS services. The Rhodes School (TRS) is the **only K-8 charter organization in the entire country to be officially designated a Fine Art Magnet School by the U.S. Department of Education**, yet, there are currently no TRS high schools which limits the continuity of service beyond the 8th grade. Additionally, only one of TRS's four campuses is offering a 6-8 grade program. Receiving a grant from TEA's Public Charter School Program would afford TRS the opportunity to increase the academic excellence in Houston, TX's most at-risk student population. For this grant TRS is targeting students within the Fall Creek community of Houston, Texas located in Humble ISD.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101861

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<u>Need 1: Student Academic Achievement: Math, Writing, and Reading:</u> On average, 48% of African American students in the target school failed to meet 2015-16 STAAR requirements in all subjects, and only 14% met the Post Secondary Readiness indicator.	By offering the following Academic Support strategies to students, aims to increase academic success: <ul style="list-style-type: none"> • Technology based tutoring support • STEAM education (science, technology, engineering, fine arts and mathematics) • Evidence-based instructional strategies • Character education & leadership programs
2.	<u>Need 2: Teacher Professional Development</u> – Many teachers new to TRS are also new to the profession and/or new to the charter school environment. Alternative Certification programs have limited to no pre-service training requirements that do not adequately prepare new teachers for the realities of delivering instruction in actual classrooms.	<ul style="list-style-type: none"> • Teacher induction program that provides more systematic and systemic support for new recruits • Partnerships with local educator preparation and ACP programs to create a pipeline of highly trained teachers • Instructional specialists to assist in the development of instructional staff.
3.	<u>Need 3: Academic Achievement through Family Engagement: Poverty:</u> Acres Homes Texas has one of the highest poverty rates in the nation. The poverty rate for the area has remained around 32% for a number of years. The 2013 Bureau of Census estimates indicate that the Acres Homes has a high percentage (31%) of female-headed single parent families. According to the research, lack of both time and money can create serious problems for children living in this type of household.	The following Family Engagement and support strategies aims to increase student retention and promotion rates which ultimately lead to improved academic performance. Services are offered through TRS current community partnerships. <ul style="list-style-type: none"> • Christian Outreach Center: food insecurity programs, community garden, emergency assistance, career & workforce readiness and, Reentry education • Family Engagement Specialist
4.	<u>Need 4: College and Workforce Readiness Support: College Readiness:</u> On average, 86% of African American students in the targeted schools failed to meet 2015-16 STAAR Postsecondary Readiness Standards in two or more subjects across all grades. The average for the state is 55%.	<ul style="list-style-type: none"> • Lone Star College Mobile Go Center: a partnership with Lone Star College – Atascocita to offer resources to promote college access TRS Goals for Graduation: high school strategies adapted to prepare students for college
5.	<u>Need 5: Student Engagement:</u> According to the standardized testing statistics identified in need 1, Aldine ISD students have an un met need in the area of student engagement.	The following Student Engagement Strategies aim to improve academic performance by offering school programming that engages students and families: <ul style="list-style-type: none"> • TRS Character Education & Leadership • TRS Healthy Habits: lesson on positive food choices • CREW Mindset: strategies to support student success* • School field experience opportunities <p>*TRS uses the concept of CREW... Not Passenger, to promote the principles of individual and collective responsibility for success.</p>

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Schedule #14—Management Plan

County-district number or vendor ID: 101861

Amendment # (for amendments only): N/A

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Provide regulatory and fiscal oversight and compliance of the grant project. The project director will also be responsible for negotiating all project contracts and cct as immediate supervisor for the program coordinator. Serve as the liaison between the campuses and the superintendent, and the LEA.
2.	Grant Accountant/Bookkeeper	Track expenditures, process purchase orders, jand maintain grant related financial files. Successful candidates will have at least 3 years experience in school accounting and finance and some college accounting hours.
3.	Marketing /Recruitment Specialist	Facilitate the design, development, and dissemination of all program marketing materials including brochures, flyers, press releases, website, and social media. This position will also organize and schedule all targeted recruitment events and assists the admissions coordinator in conducting weighted lotteries.
4.	Instructional Coaches	Assist teachers in developing effective teaching practices, provide one-to-one coaching with teachers and schedule peer to peer observations and direction in instructional integration and train teachers in artful thinking and STEAM integration. 5 years teaching experience
5.	Family Engagement Specialist	Must have a bachelors in education, a LPC, SW, or LMFT counseling certification is preferred; Experience in an educational or social work setting; Working knowledge of public education programs; and, Bi-lingual in English and Spanish is preferred.
6.	Teachers	Classroom teachers will provide day to day student instruction.- TO BE PAID WITH STATE ADA FUNDS, THEREFORE, NO COSTS BUDGETED UNDER THIS GRANT

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

#	Objective	Milestone	Begin Activity	End Activity
1.	By Spring 2019, TRs will demonstrate a 10% increase in performance on all state accountability indices & 5% each yr after	1. Needs assessment, school opening/enrollment	05/01/2017	08/31/2018
		2. Implement technology-based support strategies	08/31/2018	05/01/2019
		3. Implement STEAM education strategies	08/31/2018	05/01/2019
		4. Implement evidence-based instruction	08/31/2018	05/01/2019
		5. Assessments to analyze and improve services	08/31/2018	07/31/2019
2.	By Spring 2019, new TRS's retention of its student enrollment will be at least 85%	1. Needs assessment, school opening/enrollment	05/01/2017	08/31/2018
		2. Implement family support services strategies	08/31/2018	05/01/2019
		3. Implement family engagement specialist support	08/31/2018	05/01/2019
		4. Assessments to analyze and improve services	08/31/2018	07/31/2019
3.	By Spring 2019, 80% of new TRS students will demonstrate an increase in STAAR postsecondary readiness standards	1. Needs assessment, school opening/enrollment	05/01/2017	08/31/2018
		2. Implement LSCS Mobile Go Center strategies	08/31/2018	05/01/2019
		3. Implement TRS Goals for graduation strategies	08/31/2018	05/01/2019
		4. Assessments to analyze and improve services	08/31/2018	07/31/2019
4.	By Spring 2019, 90% of surveyed TRS teachers will show increased knowledge of STEM delivery models	1. Implement professional development strategies	05/01/2017	08/31/2018
		2. Implement instructional coaching strategies	08/31/2018	05/01/2019
		3. Assessments to analyze and improve services	08/31/2018	05/01/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101861

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring and Adjustment: TRS monitors the attainment of goals and objectives through strategic planning committees, district and campus improvement plans, and the expertise of outside evaluators. This is an eight-staged structured process that is used along with the TRS common set of measures to monitor performance, track progress towards outcomes and learn what is and is not working. Monthly board and district administrator, and weekly campus based leadership team meetings provide opportunities to assess programs and make needed adjustments.

School Improvement and Planning Process: 1) *Assess Readiness to Benefit*; 2) *Collect, Sort, and Select Data*; 3) *Build and Analyze the School Portfolio*; 4) *Set and Prioritize Goals*; 5) *Research and Select Effective Practices*; 6) *Craft an Action Plan*; 7) *Monitor Implementation of the Plan*; and 8) *Evaluate Impact on Student Achievement*.

Feedback and Continuous Improvement: The Rhodes School's comprehensive improvement tool directs stakeholders through a cycle of continuous improvement. It provides resources and tools (e.g., web-based improvement planning tool, surveys, reports, and forum agendas) to engage all stakeholders in the process and to develop deeper, sustainable change in each school. The goal is always to support students in higher academic achievement by improving the teaching and learning environment of their school.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success?

TRS's mission is to produce critical thinkers with the character to lead. Our leadership team, comprised of the board of directors and campus-based administrators is sharply focused on ensuring the mission is carried out. We have leveraged more than a CENTURY of educational experience to operate 4 campuses that have met or exceeded state standards EVERY YEAR of TRS's 9 year existence. All decisions are evaluated through the lens of how outcomes may support or impede the mission. Monthly meetings of the board and weekly meetings of the campus based staff facilitate ongoing evaluation and assessment of all processes and procedures. Monthly meetings with staff members and bi-monthly meetings with students provide opportunities for focusing the entire school community on the school mission and vision. Parents complete quarterly surveys to lend their voice to the evaluation process. The board and campus administrators regularly participate in staff development and training in order to enhance their skills. 100% of the key personnel team has a background in public school education with proven track records of success. All of the key personnel are certified or are pursuing state certifications for the positions they hold. Efforts to strengthen family engagement, build capacity among students and staff and become a change agent in the community have taken place through strategic partnerships and alliances with agencies such as NASA (instructional programs tailored to TRS student population), San Jac College (resource for emerging teachers and a college-readiness tract), the UT Children's Learning Institute (training and development program to promote school readiness among 3 & 4 year olds); the Houston Food Bank (provides meals to 175 students after school each day); Tx Workforce Commission (provides work readiness skills to youth during the summer) & Harris County Public Health to provide health focused wrap around services. Typical program collaboration is about falling in love with an idea. This grant was developed with professional development, systems level training, and financial commitments embedded in the design. For example, TRS will continue to partner with the University of St. Thomas, the University of Houston, San Jacinto College North Campus, and Lone Star College to tap students in their educator preparation program to support development of a candidate pool, and become established as a teacher pre-service site. Nonprofit partners will continue to expand existing services to new sites. Additionally, Instructional coaches will remain on board to continue professional development of new teachers beyond the grant period. Funds from this grant allow us to scale up our model. ADA funding from current and increased enrollment will provide funds once the grant ends. These 2 sources of cash injection will help TRS to continue forward in our proven ability to **consistently deliver** on the promise of high student achievement and innovation in education that charter schools were birthed to offer.

Schedule #15—Project Evaluation**For TEA Use Only**

Changes on this page have been confirmed with:

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 101861		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Professional Development Impact	1.	Formal observations of implementation of instructional strategies
		2.	Teacher evaluation of professional development presentation(s)
2.	Quarterly review of student achievement and student engagement data	1.	#/% participants completing program activities, extracurricular involvement
		2.	Student grades, attendance, discipline, assessments, graduation rates
		3.	#/% Parent involvement
3.	Surveys	1.	#/% completed surveys
		2.	pre/post data of change in student attitudes, engagement
		3.	pre/post data of change in parent & staff attitudes, perceptions, engagement
4.	Interviews Observations	1.	Data collected on center intentionality, organizational practices, community connections
		2.	Activities: Academic enrichment, non-academic enrichment, and workforce
5.		1.	
		2.	
		3.	
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>The Project Director will be responsible for qualitative and quantitative data collection, and data analysis for formative quarterly reports and summative evaluation. Both quantitative and qualitative methods for collecting data clearly related to the intended results of the project will be implemented to determine the impact of the initiative on student outcomes and the degree to which project objectives were accomplished. Data to be collected include: (1) activity logs and participation logs, (2) likert scale surveys, containing closed-ended and open-ended items, (3) pre/post data of student participation and attitudes, student attendance, report cards, discipline reports, graduation, state assessment results, etc. (4) formal and informal observations of program components using a rubric of activities—academic enrichment activities, non-academic enrichment activities (that is, purposeful activities that build skills and knowledge and were not related to a core subject area), and workforce activities—across different levels (5) parent survey including participation, perceptions, etc., (6) interviews of random selection of teachers, parents, and students using a rubric with three categories: center intentionality, organizational practices, and community connections.</p> <ul style="list-style-type: none"> • Professional Development Impact: data will be collected on the implementation of strategies learned through training to determine a noticeable difference in educational instruction. • Review of Student Achievement Data: Campus based assessments will be administered during 3 9 week grading periods, and the STAAR assessment will be administered annually. The Curriculum and Instruction team will review the data after each administration to determine progress and areas needing improvement. <p>Key Evaluation Questions: Two primary research objectives of the evaluation are to understand how well the project implemented <i>quality</i> programming in terms of research-supported practices and approaches, and what impact <i>participation</i> in TRS-funded activities had on student academic outcomes. Findings will be used to refine, improve, and strengthen the program and to refine performance measures to accurately assess project effectiveness in meeting goals and objectives. Results will be made available to the public through publications, and school website.</p> <p>Timeline and scope of work evaluation: August-October: comparison of project student demographics and non-participants; implementation of pre-surveys. November-December: review of highlighting potential problems with data-information; formal observations, interviews. January-May: comparison of 1st semester participant and non-participant academic data, 2nd semester data collection, observations, surveys, interviews; Each 9 weeks campus based assessments; Annually STAAR assessment. June – Review of all data for the year; July-August: Final evaluation report</p>			
Schedule #16—Responses to Statutory Requirements			

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

County-district number or vendor ID: 101861	Amendment # (for amendments only):
Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).	
<p>The Rhodes School's (TRS) board of directors serves as the governing board of all TRS charter campuses. The board members are key stakeholders responsible for ensuring a school is financially viable and able to pursue its primary educational goals. The board provides supervision, management and review of the superintendent's performance, as well as makes decisions about amendments to or expansion of the instructional program.</p> <p>The board monitors parent satisfaction and serves as a "next level" to address parent and staff grievances.</p> <p>Further, to effectively oversee charter schools, TRS' board is trained on and understands what constitutes strong financial oversight practices and operations by each of the schools. In efforts to provide this oversight, TRS' board primarily rely on each of the school "outputs" for information such as produced reports, board-approved budgets, independent audits, and other documentation.</p> <p>TRS' board members also perform direct oversight actions such as compliance monitoring and reviews of school performance, including site visits and interviews with staff and school administrators. Recommendations for technical assistance is made if it is determined that practices are not inline with Texas Education Agency law requirements, including annual audits, budget projections, and quarterly financial statements. While the board is unable to anticipate every threat, by focusing on preventative measures identified in the table below, the board is able to take a proactive approach to financial management.</p>	
Ensuring Financial Literacy	
<input type="checkbox"/> Founding and new board members are required to attend training on the fiscal management of Charter School programs by attending state and national workshop offerings.	
<input type="checkbox"/> External experts that review financials are thoroughly screened.	
Proper Budgeting and Forecasting	
<input type="checkbox"/> Conservative budgeting practices are maintained by estimating per pupil funding and fundraising carefully. Per pupil funding projections are based on TRS's growth trends over a 5 year period.	
<input type="checkbox"/> A long-term 7-year financial plan for assumed per pupil revenues, capital projects, and operating expenses is maintained.	
<input type="checkbox"/> The school's budget and expenses are benchmarked to comparable TRS schools.	
<input type="checkbox"/> The Superintendent, board, and CFO ensure a sufficient cash reserve (45-90 days cash on hand)	
Regular Monitoring Practices	
<input type="checkbox"/> Interim and financial reports are reviewed quarterly, with monthly reviews for high-risk schools as determined by financial performance.	
<input type="checkbox"/> Clear expectations for monitoring and reporting are clearly communicated with TRS administration.	
<input type="checkbox"/> Independent auditor evaluations are used to receive guidance on the reporting methods and to offer recommendations to TRS administration	
Ensuring Academic Achievement	
<input type="checkbox"/> Clear expectations for student achievement are set by the Superintendent	
<input type="checkbox"/> TRS's expenditures, staffing, and scheduling are made based on how they support student achievement and are outlined in the School Improvement Plan	
<input type="checkbox"/> Ongoing monitoring of student achievement is performed at pre-determined points throughout the year	

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

TRS will provide for continued operation of its new campus once the Federal startup grant has expired by utilizing the same sustainability framework that is used for its current four campuses. This framework is based on TRS' financial master plan which identifies individual school reliance on major revenue sources such as tuition, endowment and fundraising. This plan also evaluates current and future budget policies and resource allocation. Strategies in the master plan include:

1. **Cash Reserve:** Maintaining a cash reserve of at least 45-90 days to anticipate unexpected costs that arise when operating a new charter school.
2. **Student Enrollment Sustainability and Increases:** TRS uses a projection model based on 9 years of data. The data reflects that more than 90% of TRS students remain within the charter organization for at least 3 years and that enrollment increases by approximately 15% each year. A strong school culture that promotes positive values and has a standard of success are what keep students returning year after year. As well, having a school environment where the staff knows each child and each child knows each staff member creates a sense of well-being and belonging for students, staff, and parents. Monthly field experiences that take students outside the classroom to apply theory in authentic settings, school events that create community, and offer occasions to build bonds foster strong home-school relationships that parents and students are passionate about.

On occasions where a parent is considering withdrawing for reasons other than normal attrition (moving, family tragedy, etc.) a member of the leadership team contacts the parent to conduct an exit interview. The exit interviews provide insight and feedback on areas where there is opportunity for organizational improvement, or career counseling and/or a better job match for an employee. In many instances, the parent's concern is relatively minor and once assured of correction, the decision to withdraw is reversed. A very comprehensive transportation program makes attending the school convenient for many parents as well.

The sustained enrollment of current students and data based projected of enrollment of new students leads to a projected level that will serve to support sustainability of the program once the federal funds have ended. As the project budget reflects, all positions and activities under the grant are designed to support initial start up and implementation costs.

3. **Grade Expansion:** As the charter school expands and adds grade levels each year and more than the marginal costs are received for educating the students then the leftover funds will be used to fund student success initiatives.
4. **Resource Development:** In addition to the revenue realized from increased enrollment, The Rhodes school aggressively seeks and has been successful at obtaining federal and foundation grants in support of its program. Additionally, we have a 10 member advisory board that is working to develop a capital campaign for the purposes of establishing a foundation and subsequent endowment fund that will provide a sustained income in the years ahead, and thereby decreasing our reliance on state funding from 90% down to approximately 65%.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

TRS is requesting a waiver of 19 TAC 100.1033(b)(12)(A)(ii) which requires that 50% of the charter's enrolled students be in the tested grades. The intent of the rule was to set a criteria through which High Quality charters might receive new school designation and the opportunity to apply for funding to support new school expansion. The Rhodes School meets the standard of a High Quality Charter school as outlined in 19 TAC 100.1033(b)(11) as evidenced by its 10 year track record of providing high quality instructional programming for more than 1,000 students each year. The Rhodes School has met standard every year of our existence and exceeded the standard 70% of the time. Further, more than 70% of students have been enrolled for 3 or more years which indicates that stable enrollment.

Additionally, there is a measure of assessment in place for students below the tested grades. TRS serves as a lead agency for the Texas School Ready! Project which assesses pre-school student readiness for kindergarten. The Texas School Ready! Project is a research based early learning model supported by the agency itself. Its results have been proven to be valid and lasting as evidenced by several longitudinal studies. TRS has received recognition for its ability to not only successfully implement the program within its schools, but to expand the program to several community based early learning sites.

While 50% of our students may not be in the tested grades, 100% of our students are assessed using research based practices with measurable objectives. Students consistently demonstrate readiness and achievement each year.

Further, we request to waive 19 TAC 100.1033(b)(9) A)(ii) relating to the timeframe for submitting expansion amendments. The request is made because the current time frame of February 1 to April 1 is outside the submission timeframe for this grant. The agency recognizes this and has directed CSP applicants to apply for this waiver.

Finally, we request to waive 19 TAC 100.1033(b)(9)(A)(iii) requiring that 90% of the campus operated under the charter be acceptable or higher. The waiver is requested because 100% of campuses **that are actually rated** meet or exceed standard. TRS has 2 campuses that were not rated because there were no students in the tested grades, not because we failed to meet standard. The wording of this rule unfairly penalizes charters with campuses that focus on early learning. As early learning is a focus of education across the nation, and as The Rhodes School received recognition from the agency for operating a pre-k center of excellence, and as The Rhodes Schools serves as a lead agent for the Texas School Ready! Early learning program which is sanctioned by TEA, it seems inequitable and punitive to now prohibit our school from applying for much needed funds on the bases of the language in this rule.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Project Plan and Justification

Specifically, this grant would fund several different strategies to accomplish the goals and objectives of this grant. Academic support strategies to students through implementation of an individualized, in-school tutoring support program, STEAM education (science, technology, engineering, fine arts and mathematics), Evidence-based instructional strategies and character education & leadership programs. Family support strategies address the complex barriers students and their families face daily. TRS will focus on increasing student retention (retaining the enrollment of its students) and promotion rates which ultimately lead to improved academic performance through services are offered through TRS current community partnerships and through staff position of Family Engagement Specialist. College readiness strategies will increase students' potential for high school graduation and enrollment in post-secondary education programs. Services are offered through current community partnerships with Lone Star College and The Rhodes School "Goals to Graduation" program. Engagement strategies aim to improve academic performance by offering school programming that engages students and families through character education & leadership, Healthy Habits: lesson on positive food choices, CREW Mindset: strategies to support student success and offering field experience opportunities.

The activities mentioned above are evidence-based practices that are necessary to create positive academic and student success outcomes. Current educational research by organizations such as The Annenberg Foundation indicates that, integration of comprehensive fine arts into the core curriculum has a significantly more positive effect on student achievement in core academic subjects than programs that do not include the arts as part of the core curriculum. Additionally, findings from the Institute of Education Science's What Works Clearinghouse justifies that STEM education in K-12 programs demonstrate a significant positive impact in student achievement.

The aforementioned Grit Mindset also play a meaningful role in improving academic achievement and closing the gap between low- and high-performing students. Derived from the work of Dr. Carol Dweck at Stanford University, Grit Mindset is the determination to: 1) Achieve long-term goals, often against difficult odds; 2) Be resilient and persistent; and, 3) Have the will to deal with and overcome obstacles. College Readiness/Workforce activities were specifically chosen to create college going communities as well as to better prepare families and students for STEM fields.

Braided Funding

The funds from this grant would allow The Rhodes School to continue the mission of providing high quality charter based education by expanding to middle school and high grade levels. In efforts to continue expansion efforts upon the completion of this grant, The Rhodes School plans to secure federal grant opportunities to braid and/or blend them into one comprehensive program aimed at increasing academic success of its students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

The Rhodes Schools provides multiple systems to ensure that every student receives the appropriate supports to be successful. In accordance with state and federal law, each student eligible under IDEA (Individuals with Disabilities Education Act) is provided a free appropriate education in the least restrictive environment. The Individualized Education Team, which includes, teachers and parents, formulates in a written plan (referred to as an IEP). The identification process for students who are eligible for special education services begins when students have been accepted and enrolled in any Rhodes School. All incoming students participate in a series of diagnostic assessments in Language Arts and Mathematics. Through an extensive use of the Student Study Team process and comprehensive professional development about the characteristics of special education handicapping conditions and the referral process, parents and students have extensive opportunities to be served.

The Director of Special Education works with each school to develop an annual budget, hire necessary staff, contract for appropriate services, and document the qualifications and competency of school leadership to meet the special education compliance and quality requirements. The Director of Special Education and the Director of Curriculum & Instruction work together to provide ongoing professional development that builds staff capacity in promising instructional practices, compliance with state and federal statutes, reporting requirements, and use of instructional data.

Personalized Learning Plan (PLP) provides teachers, parents, and students with a common understanding of each student's learning style and objectives. Once each semester during Student-Led Conferences, the teacher, parent, and student discuss the student's learning strengths and weaknesses, update the PLP, and set goals for the next semester. By working closely with each student and family to develop an appropriate PLP, the school is able to respond to the needs of each student, including those who are achieving above or below expected levels. This allows all students to receive appropriate interventions (e.g. after-school programs or specialized classroom instruction). The PLP allows the school to help meet the general education needs of students with disabilities (Individualized Education Programs or 504 Plans), English language learners, students achieving substantially above or below grade level expectations, and other special student populations).

Additionally, TRS utilizes the Performance Framework developed at the state level by Region 18 and updates the Framework to ensure that it remains current and reflects in changes in law.

Staff training on all special populations, including 504, and Child Find is provided throughout the school year to ensure that all TRS staff members understand their responsibilities under the law and how the laws are implemented in practice.

Support from Region IV is received through scheduled quarterly meetings to provide ongoing training and support to special education, curriculum and instruction, and administrative staff regarding IDEA and its implementation within the school.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

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

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

The Rhodes School is an open enrollment Charter School authorized under chapter 12 of the Texas Education Code; therefore, based on the guidelines and on the response provided on page 4, question C-5 of the Frequently Asked Questions, responses to Statutory Requirements 6-15 are not applicable to our application.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

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

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County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

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

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County-district number or vendor ID: 101861

Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

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

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County-district number or vendor ID: 101861

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

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

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County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

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

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

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

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County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

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

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County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101861

Amendment # (for amendments only):

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

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

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

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101861

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in 2017-2018. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2017-2018 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	88	65	65	65	65	65	65								478
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	88	65	685	65	65	65	65								478

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

Total Staff	27
Total Parents	478
Total Families	478
Total Campuses	1

TEA Program Requirement 2: Population to Be Served in 2018-2019. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	88	65	65	65	65	65	65	65							541
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	85	65	65	65	65	65	65	65							541

Total Staff	30
Total Parents	541
Total Families	541
Total Campuses	1

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

County-district number or vendor ID: 101861

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students To Be Served in 2017-2018 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School	22	22	22	22	22	22	22	22							176
TOTAL:	22	22	22	22	22	22	22	22							176

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

TEA Program Requirement 4: For 2017-2018, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	HUMBLE ISD	LAKELAND ELEMENTARY	101913102
2.	HUMBLE ISD	NORTH BELT ELEMENTARY	101913103
3.	HUMBLE ISD	PARK LAKES ELEMENTARY	101913122
4.			
5.			
6.			

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

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101861

Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 101861

Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 101861

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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 101861

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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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