Texas Education Agency

Standard Application System (SAS)

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID Place date stamp here
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Freer ISD	066-903		
Vendor ID #	ESC Region #	DUNS #	
74-1895618	02	127749463	
Mailing address	City	State	ZIP Code
P.O. Box 240	Freer	Texas	78357-0240

Primary Contact

First name	M.I.	Last name	Title
Dr. Frances		Perez	Assistant Superintendent-C&I
Telephone #	Email address		FAX #
(361) 394-6025	fperez@freerisd.net		(361) 247- 2131

Secondary Contact

First name	M.I.	Last name	Title
Laura		Laiklum	Grant Writer
Telephone #	Email address		FAX #
(956) 365-4100	lauralaiklum@msn.com		(866) 600-0374

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
Conrad		Cantu	Superintendent
Telephone #	Email address		FAX #
(361) 394-6025 ext:111	ccantu@freerisd.net		(361) 247-2131

Signature (blue ink preferred) — Date signed

Conrad Cantu — 4/20/2018 — 701-18-111-023

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 066-903	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	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
14	Management Plan	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations	

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

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

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

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 066-903	Amendment # (for amendments only):
Part 1: Required Attachments	
No program-related or fiscal-related attachments are required to be submitted with this grant application. **However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status** (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) **prior to TEA issuing a grant award.**	
Part 2: Acceptance and Compliance	

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
☒	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 066-903	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

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

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 066-903	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	
10.	The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center. • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 066-903	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule. • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 066-903	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	066-903	Mr. Conrad Cantu	(361) 394-6025 ext: 111	$707,831
	Freer ISD	Conrad Cantu	ccantu@freerisd.net	
Member Districts				
2.	066-902	Dr. Samuel Bueno	(361) 279-3382 ext: 2222	$633,544
	San Diego ISD	Samuel Bueno	sbueno1@SDISD.us	
3.				
4.				
5.				
6.				
7.				
8.				

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 066-903 | Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
			Grand total:	$1,341,375

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 066-903	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 066-903 | Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 066-903	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.

Opening statement: Freer ISD and San Diego ISD, will be partnering with National Inventors Hall of Fame to operate 6 community learning centers in Duval County. These centers will provide academic enrichment opportunities during non-school hours to high-poverty, low-performing students. In addition, the community learning centers will provide families of students with opportunities for active and meaningful engagement in their child(ren)'s education.

How the budget was developed: In order to develop the proposed budget, the districts reviewed the grant's goals. Next the districts determined how many students and family members would be participating in the program. The districts also projected the amount of funds needed to: provide appropriate equipment and supplies; manage the program and implement activities; provide travel for students to attend the programs and staff to attend trainings; and contract an external evaluator.

Demographics relate to the goals/purposes of the grant: ***Specific needs have been identified and strategies to address those needs have been described. (10 pts.)*** Based on the needs assessment conducted, it was determined that Freer ISD (FISD) and San Diego ISD SDISD) have a significant need for the 21st CCLC Program. First, of the 6 centers that will be created, 2 of them will be housed at a ***2017–2018 Priority School that also has an at-risk population greater than the state average. (5 pts.)*** In addition, the following areas of concern were identified in the needs assessment that was conducted on each of the participating campuses: ***FISD: 58.3%/SDISD 59.3%*** students are at-risk; ***FISD: 72.7%/SDISD 79.3%*** are high-poverty; and only ***FISD: 63%/SDISD 64%*** met standard on their state assessments.

Who designs the needs assessment process, determines its efficacy, and when/how the process needs to be changed: The initial needs assessment process was designed and reviewed by the districts and campus administrators, to include Superintendents, Business Managers, Principals, and other district/campus personnel. The district/campus administrators and 21st CCLC staff will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the districts. If awarded, these individuals will meet on a quarterly basis, or as needed, to assess and review the strategies and activities being conducted. In addition, these individuals will also meet to review the results of each annual evaluation. If areas of weakness are identified, the district/campus' administrators and 21st CCLC staff will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the school board and TEA for approval.

Program will receive consistent, high-quality management: As the fiscal agent, Freer ISD's Superintendent will oversee the 21st CCLC staff and be the individual that will obligate the grant activities according to state/federal regulations. In addition, Freer ISD will hire a Project Director to manage and provide support to 21st CCLC staff. This individual will be required to hold a minimum of a bachelor's degree (master's degree in education administration will be preferred). The Business Managers will ensure previously allocated state/local funds are not diverted from the campuses because of its acquisition of 21st CCLC funding. Their experience/skills/competency is necessary to ensure the program remains on budget, schedule, and scope.

Method by which the district will evaluate the program including means used to measure progress in defined areas: To be able to monitor the attainment of the program's goals, strategies, and objectives, the districts will contract an External Evaluator to assess if the participating campuses are showing progress in the following objective measures: School day attendance; Student's Academic Performance; Mandatory discipline referrals; On-time advancement to the next grade-level; High school graduation rates; and High school student career competencies. Surveys, questionnaires, and observations will be conducted to collect feedback on the program activities that are being offered to participants. Finally, STAAR achievement results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports will be reviewed to determine whether the participants have shown an increase in academics and participation.

Application completely and accurately answers all statutory and TEA requirements: ***Application is organized and completed according to instructions. (5 pts.)*** The administrators met and reviewed the completed application to ensure that **all** statutory and TEA requirements were answered completely and accurately. Freer ISD and San Diego ISD stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

District's on-going commitment to the goals of the grant and funding the program beyond grant funding: To ensure all project participants remain committed to the success of the project, the districts have ensured that they received buy-in from participants, including administration, parents, and teachers. Throughout the term of the grant, the districts will continue to meet with administration, teachers, board, and partners to solicit feedback; thus, ensuring continued support of the program. The districts will coordinate federal and state programs and build partnerships that will increase the quality of services provided and increase the likelihood of sustainability. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource, **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds, will ensure teacher and student gains are continued after funding ends.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 066-903	Amendment # (for amendments only):
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	
Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$824,670	$0	**$824,670**
Schedule #8	Professional and Contracted Services (6200)	6200	$185,856	$18,000	**$203,856**
Schedule #9	Supplies and Materials (6300)	6300	$188,767	$0	**$188,767**
Schedule #10	Other Operating Costs (6400)	6400	$74,800	$0	**$74,800**
Schedule #11	Capital Outlay (6600)	6600	$0	$0	**$0**
	Consolidate Administrative Funds			☐ Yes ☒ No	
	Total direct costs:		$1,274,093	$18,000	**$1,292,093**
	3.674% indirect costs (see note):		N/A	$49,282	$49,282
	Grand total of budgeted costs (add all entries in each column):		**$1,274,093**	**$67,282**	**$1,341,375**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$633,544	$707,831	

Administrative Cost Calculation

Enter the total grant amount requested:	$1,341,375
Percentage limit on administrative costs established for the program (5%):	0.05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$67,068

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

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

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

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 066-903			Amendment # (for amendments only):	
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			
2	Educational aide			
3	Tutor			
Program Management and Administration				
4	Project director (required)	1		$65,000
5	Site coordinator (required)	6		$330,000
6	Family engagement specialist (required)	1		$45,000
7	Secretary/administrative assistant			
8	Data entry clerk			
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			
12	Social worker			
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			
14	ESC coordinator/manager/supervisor			
15	ESC support staff			
16	ESC other			
17	ESC other			
18	ESC other			
Other Employee Positions				
19	Bus Drivers Freer ISD (3 drivers x $15 x 360 hrs.)		3	$16,200
20	Bus Drivers San Diego ISD (3 drivers x $15 x 480 hrs.)		3	$21,600
21				
22			Subtotal employee costs:	**$477,800**
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		
24	6119	Professional staff extra-duty pay (12 teachers x $23 x 676 hours)		$186,576
25	6121	Support staff extra-duty pay (6 paraprofessionals x $13 x 676 hours)		$52,728
26	6140	Employee benefits ($717,104 x 15%)		$107,566
27			Subtotal substitute, extra-duty, benefits costs	**$346,870**
28			**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$824,670**

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: 066-903		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		**$0**
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	**PEERS** - Will be responsible for coordinating the collection and monitoring the quality/ completeness of required federal and state data. The External Evaluator will ensure that the independent evaluation is submitted electronically to TEA. **(ADMIN COST)**	$18,000
2	**Pitsco Learning** - Will be contracted to provide STREAM trainings and resources to be utilized during the enrichment hour of the program. These TEKS aligned STREAM activities will help to increase students' science, mathematics, and reading skills, and prepare them for state assessments.	$42,000
3	**National Inventors Hall of Fame** - Will provide STEM and innovation-focused education programs, competitions, and events to participants. The educational programs are designed to impact young minds through fun, hands-on activities infused with the spirit of innovation.	$20,000
4	**Comprehensive Training Center Technical Assistant Consultant** - will collect and disaggregate data in order to identify trainings and workshops needed to address gaps and weaknesses. Services will take place throughout the grant period and will target teachers, administrators, and parents. • Professional development to be provided may include the following: Leadership Building Activities: Reading and Writing Workshops. Parent Involvement Trainings: Connecting Generations, Strengthening Communities; • Healthy Families; Parent Engagement Goals and Family Partnerships; Family Rule; and Learning through Music. • Teacher Trainings: Coaching Strategies that Make Positive Differences; Great Places to Learn; and Ideas that Work. • Positive Behavioral Interventions and Supports: Anger Management; Gang Prevention; and Self-Esteem.	$84,856
5	**College/Career Preparation Program** - Will implement a college preparation program designed to assist students in preparing for post-secondary success.	$34,000
6	**Region 2 Education Service Center** - Will provide professional development training to participating staff.	$5,000
b. Subtotal of professional and contracted services:		**$203,856**
c. Remaining 6200—Professional and contracted services that do not require specific approval:		$0
(Sum of lines a, b, and c) Grand total		**$203,856**

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: 066-903 | Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description			Grant Amount Budgeted	
Name of Item	**Purpose**	**Amount**	**Unit Cost**	**Total**
Laptops	Will be utilized for data entry at each site as well as by the Project Director, 1 Family Engagement Specialist, and 6 Site Coordinators.	8	$700	**$5,600**
Printers	Will be utilized for program information printing at each site as well as by the Project Director, 1 Family Engagement Specialist, and 6 Site Coordinators.	7	$600	**$4,200**
Student Laptops	Will be utilized by students to complete assignments, conduct research, and to access school resources during ACE© programming.	120	$300	**$36,000**
6300	Total supplies and materials that do not require specific approval:			

Purpose	Amount	Unit Cost	Total
Pitsco STEM Robotics will provide evidence-based kits and curriculum to be utilized during the Summer Robotics Program. Kits vary in size, complexity, and price.	14 kits	$2,000	**$28,000**
Family Engagement Specialist supplies and materials to be used to implement activities designed to increase parent's opportunities for active and meaningful engagement in their child(ren)'s education.	6	$4,800	**$28,800**
Site Coordinators supplies and materials to be utilized to purchase ink toner, file folders, paper, pens, flash drives, etc. These materials will be utilized at each site to implement and monitor the program.	6	$4,500	**$27,000**
Project Director supplies and materials to be used to monitor the program and develop sustainability initiatives.			**$8,467**
Supplies to be utilized to purchase supplies needed to implement student activities. This includes: Positive Promotions PBIS incentives, sports equipment, horticulture supplies, and other materials required to support activities designed to increase students' involvement. Norman Thomas Elementary – 135 students at $10,951 Freer Junior High – 60 students at $4,867 Freer High School – 60 students at $4,867 Collins Parr Elementary - 225 students at $18,252 Bernarda Jaime Junior High - 70 students at $5,679 San Diego High School - 75 students at $6,084			**$50,700**
		Grand total:	**$188,767**

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: 066-903			Amendment number (for amendments only):		
Expense Item Description					**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.				
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.				
	Specify purpose:				
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally. **Travel to the Early Scholars Academy, iFLY Facility, Corpus Christi Museum of Arts and History, Corpus Christi National Seashore, Texas State Aquarium, Lexington Museum, and the Community Swimming Pool.**				**$6,000**
6413	Stipends for non-employees other than those included in 6419				
6419	Non-employee costs for conferences. Requires pre-authorization in writing.				
	Subtotal other operating costs requiring specific approval:				**$6,000**
	Remaining 6400—Other operating costs that do not require specific approval:				
	Purpose	**Attendees**	**Amount**	**Number**	**Total**
	Travel to attend all required conferences and trainings.	8	$500	2	$8,000
	Purpose	**Campuses**	**Amount**	**Number**	**Total**
	Budgeted to cover the cost of purchasing nutritional snacks and drinks for family members who participate in the family engagement activities.	6	$600	3	$10,800
	Purpose	**Attendees**	**Amount**		**Total**
	Travel for the Project Director, Site Coordinators, and Family Engagement Specialist.	8	$1,000		$8,000
	Purpose	**Attendees**	**Amount**		**Total**
	Travel for students to attend the after-school program.	6	$7,000		$42,000
				Grand total:	**$74,800**

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: 066-903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		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 or furniture				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
			Grand total:	**$0**

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

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Schedule #14—Management Plan

County-district number or vendor ID: 066-903 | Amendment # (for amendments only):

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

Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation. (5 pts.)

#	Title	Desired Qualifications, Experience, Certifications
1	Project Director	Must have a minimum of a bachelor's degree in Education (preferred master's degree) or a related field and 3 years of experience in an educational/social work setting. He/she will need experience in managing budgets, reporting data, managing information systems, and supervising small to medium teams, as well as, be knowledgeable of local youth service organizations.
2	Site Coordinators	Must have a minimum of a bachelor's degree in Education or a related field and 3 years of education experience working with at-risk children and families. They will need to have experience in staff supervision and be knowledgeable of community resources.
3	Family Engagement Specialist (FES)	Must have a minimum of a bachelor's degree in Education or a related field. Preferred work experience includes working with at-risk children and families and coordinating multi-cultural events for a minimum of 3 years.

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.**

The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing project tasks. (5 pts.)

#	Objective		Milestone	Begin Activity	End Activity
1	20% increase in student's overall academic performance	1	Tutoring will be offered to struggling students 1 hour, each program day.	09/05/2018	07/31/2019
		2	Homework assistance will be offered 1 hour, each program day.	09/05/2018	07/31/2019
		3	STREAM activities will be available for students to participate by 10/1/18.	10/01/2018	07/31/2019
		4	A minimum of 312 students will participate in tutoring.	09/05/2018	07/31/2019
		5	A minimum of 313 students will participate in homework assistance.	09/05/2018	07/31/2019
2	Increase 10% in attendance and 15% on-time advancement	1	Provide PBIS incentives each 9-week grading period to participants whose attendance improves.	09/05/2018	07/31/2019
		2	Identify students at-risk of failing and provide targeted support by 10/1/18.	10/01/2018	07/31/2019
		3	Host 3 police department information sessions for students and parents.	09/05/2018	07/31/2019
		4	Schedule mentors to meet with targeted students 1 hour per week.	09/05/2018	07/31/2019
3	20% increase in parental involvement	1	Conduct 8 information sessions for parents advising them of the services available within the community.	09/05/2018	07/31/2019
		2	Provide at least 250 referrals to services that can address barriers to students' academic success.	09/05/2018	07/31/2019
		3	Coordinate 8 events, group activities, and presentations for parents.	09/05/2018	07/31/2019
		4	Recruit at least 2 parents and 2 community members to sit on the Advisory Council.	09/05/2018	07/31/2019
		5	Provide parents access to activities (i.e. ELL, parenting, money mgt., etc.).	09/05/2018	07/31/2019
4	15% increase in graduation rates and career competencies	1	Partnering agencies will offer activities to improve promotion rates (i.e. mock interviews, confidence building, leadership programs, etc.).	09/05/2018	07/31/2019
		2	Provide students access to a college and career assessments by 10/1/18.	10/01/2018	07/31/2019
		3	Provide student tutoring for 1 hour at least 3 times a week.	09/05/2018	07/31/2019
		4	Provide students homework assistance 1 hour at least 3 times a week.	09/05/2018	07/31/2019
		5	Schedule mentors to meet with high school students 1 hour per week.	09/05/2018	07/31/2019
5	25% decrease in discipline referrals	1	Initiate a positive Student Behavior Initiative by 10/1/18 to encourage students to improve their behavior.	10/01/2018	07/31/2019
		2	Schedule mentors to meet with targeted students 2 hours each week.	09/05/2018	07/31/2019
		3	Provide a training on PBIS initiatives by 11/1/18.	11/01/2018	07/31/2019

The objectives/strategies/activities/desired results are clearly specified and are measurable. (4 pts.)

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 066-903 | Amendment # (for amendments only):

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

Evaluation of community needs and resources: ***The needs assessment methodology are provided, and the magnitude/severity of the problem to be addressed is significant. (10 pts.)*** During Board meetings held on (03/26/2018 and 04/25/2018), the community was given notice of the districts intent to apply and provided the opportunity to provide input and suggestions. The partnering districts then analyzed the needs of each partnering campus. Elements of the needs assessment included the review of students' state assessment results, attendance and graduation rates, disciplinary reports, instructional programs and infrastructure available, and experience/capabilities of school staff. Because of the assessment, the following ***needs*** and ***gaps*** have been identified and strategies have been developed to address those needs.

NEEDS ASSESSMENT RESULTS

	Eco. Dis.	At-Risk	College Ready Grads.	Assessment Results	Attendance Rate	Dropout Rate
Freer ISD	72.7%	58.30%	8.8%	63%	94.4%	4.2%
San Diego ISD	79.3%	59.3%	24.4%	64%	92.8%	2.2%
State	59.0%	50.3%	38.7%	75%	95.8%	2.0%

2016-2017 Texas Academic Performance Report

In addition, the districts also assessed the communities in which the campuses are located in order to identify any existing gaps which may be directly impacting students' performance. As can be seen in the table to the right, residents of the targeted cities are faced with many economic and educational hardships.

COMMUNITY NEEDS ASSESSMENT RESULTS

	Less than High School Graduation	Unemployment Rate	Living in Poverty
Freer	31.0%	8.4%	18.6%
San Diego	35.0%	15.7%	36.8%
State	17.5%	4.1%	16.7%

American Fact Finder

Resources for this program: The districts also identified other out-of-school-time (OST) services available in the communities, as well as, gaps in services and the needs of students and families. Data sources utilized to identify the needs and gaps included stakeholder input, questionnaires, testimonials, PEIMS, District and Campus Improvement Plans, and Campus Improvement Plans. The districts identified the following OST services that are currently offered to members of the community: Muy Grande and La Caridad Ministries will offer access to their food pantry/clothing for participants; Freer-Duval Community Library offers access to their library after hours; and Teen Parenting Classes along with Child Care for Teen Parents are offered by Freer ISD. It was determined that although the communities do have some of the resources needed to support the districts' students and their families, there is not enough collaboration between the agencies.

Program strategies and activities will address the needs of the participants and their families: ***The program is appropriate and will address the needs of the population. (8 pts.)*** Based on the needs assessment and the resources currently available, the districts developed the following strategies to address the needs of the participants and their families:

- *Academic Activities* designed to improve students' academic performance will be provided. Based on a need assessment performed, each of the participating 21st CCLC students will be offered tutoring and homework assistance. Software-based assistance will be furnished through Fast ForWord, Reading Assistant, AVID, My Virtual Reading Coach, IXL Math, and STREAM-related activities will be offered through the use of Pitsco products;
- *Youth Development Activities* designed to increase students attendance and on-time advancement, as well as, decrease discipline referrals, will be offered to participants. 21st CCLC staff will partner with local community-based organizations to provide cognitive development activities such as: student mentoring, nutrition and health education, drug- and violence-prevention programs, counseling, arts, music, fitness and wellness, sports, and more;
- *College and Career Readiness* activities will be offered to students to include: leadership and team building workshops; mock interviews; confidence building activities, internships, and career assessments; and
- *Family Enrichment Activities* will be offered to increase the families' participation in their child(rens) academics. Activities will include: information sessions on services available within the community, referrals to services, parenting, money management, and ELL literacy classes, as well as, recruiting parents for the advisory councils at the districts.

Specifically address the needs of working families: The districts are sensitive to the needs of the working families and aware of the time constraints their work schedules may cause. Therefore, the FES will work with family members to offer special workshops and activities that fit their lifestyle. The FES will work closely with the Site Coordinators to design activities that draw families to participate in the program. The FES will also engage with new partners to provide services that meet the identified needs of families in order to provide outreach and service referral to address family needs.

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

County-district number or vendor ID: 066-903	Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.* **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

☒ This applicant is part of a planned partnership. ☐ This applicant is unable to partner.

Proposal is submitted jointly by eligible entities consisting of one LEA receiving funds under Title I, Part A and another eligible entity; and demonstrating that the activities proposed in the application are not accessible to students who would be served; or would expand accessibility to high-quality services that may be available in the community. (5 pts.): Freer ISD (FISD) (Title I) will partner with San Diego ISD (SDISD) (Title I) who is within a reasonable geographic proximity in order to offer high quality after-school services not currently accessible to students.

PLANNED PARTNERSHIP

Level of involvement/commitment ensures the successful implementation of the goals/objectives/activities. (4 pts.)

Freer ISD (FISD): As the fiscal agency, FISD will create community learning centers at 3 of its campuses. The district will utilize existing space, maintenance, technology, and infrastructure to support the program.

San Diego ISD(SDISD): SDISD will partner with FISD to create community learning centers at 3 of its campuses. This partnership will allow these small and rural districts to share resources that can be purchased through the use of grant funds. This will include the sharing of the required Project Director and Family Engagement Coordinator. Each of FISD's participating campuses will be provided a budget to hire the staff that is needed to implement the program components at their community center locations. This will include funds for equipment, supplies, and travel. Furthermore, each district will utilize existing space, maintenance, technology, and infrastructure to support their program.

National Inventors Hall of Fame: National Inventors Hall of Fame is a non-profit organization that recognizes inventors and inventions, celebrate our country's rich, innovative history, inspire creativity, and advance the spirit of innovation and entrepreneurship. Therefore, FISD will contract with National Inventors Hall of Fame to provide students with targeted tutoring/enrichment activities to students.

Freer and San Diego Police Department: The police department will provide guest lecturers to discuss the merits of staying out of trouble and following school rules and regulations and will discuss informative sessions on safety programs available to families in the area. This will include a one-week session of a DARE Summer Camp designed to enhance and reinforce the DARE concept and provide recreational activities for students.

Texas Department of Agriculture: FISD and SDISD will partner with the Texas Department of Agriculture to provide students with a nutritious meal each day during the program. This will help to ensure that students have the fuel their bodies need to complete homework. This is especially important since **76.1%** of the combined districts' students are economically disadvantaged and go to homes where meals may be scarce and inadequate.

Workforce Solutions of the Coastal Bend (WSCB): WSCB will provide the families of participants with access to economic resources and human services. This may include: job placement, job trainings, child care assistance, and more.

Department of Health and Human Services (DHHS): FISD and SDISD will provide DHHS with referrals for families that are in need of services that can address barriers to students' academic success. Furthermore, the Family Engagement Specialist (FES) will coordinate with the Department of Health and Human Services to coordinate a guest speaker to visit the participating sites and meet with the participants' families. This will allow the families the opportunity to ask questions and collect additional information on the available services.

As can be seen in the table above, the districts have planned a comprehensive program, which will include various partners that can offer students a broad array of academic and enrichment activities, which will complement their regular academic programs, as well as, offer educational opportunities and service referrals to the families of participating children.

Contribute to achieving stated objectives and sustaining the program over time: Each of the aforementioned agencies were specifically selected because they specialize in services that can help to ensure the objectives identified on page 17 of the grant application are met. National Inventors Hall of Fame can provide targeted tutoring/enrichment activities that are academically aligned with the state academic standards. The police departments can help to address attendance and behavioral issues. Workforce Solutions of the Coastal Bend can help increase in graduation rates and career competencies of high school students. Finally, the Department of Health and Human services can offer services to increase parental involvement.

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

County-district number or vendor ID: 066-903 | Amendment # (for amendments only):

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

Program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 pts.) Freer ISD and San Diego ISD is proposing a program, which will include various activities that have been selected based on their ability to impact students' performance, attendance, discipline referrals, advancement, high school graduation rates, and career competencies, as well as, increase parental involvement. These activities will include the following:

- **Tutoring** - By providing tutoring for students outside the traditional school day, the districts will be able to help students improve their school work habits. Tutoring will also help students improve achievement by building on the learning that takes place during the school day. The program will provide students with various tutoring methods. These include:
  - **One-on-One** – will provide highly individualized, one-on-one instruction to students. One-on-one instruction is highly successful in improving a student's academic standing;
  - **Group Tutoring** –Will allow students to benefit from helping each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles; and
  - **Software Assisted** – Will provide differentiated instruction and intervention opportunities. Software programs offer self-paced learning that engages students and makes them feel comfortable practicing skills in an engaging environment similar to standardized tests.
- **STREAM Programs** - Will be offered as enrichment activities during the second hour of the program. The STREAM Programs will utilize hands-on manipulatives that students will find fun and engaging. Pitsco's Units (Elementary), Missions (Middle), and/or Expeditions (High) will provide students the opportunity to build and create rockets, solar cars, and more. Once the project is completed, the students will be able to hold competitions. Although STREAM activities will help to increase students' science, mathematics, and reading skills, students will only view these as fun activities that will allow them to compete against their peers. These academically, TEKS aligned enrichment activities will prepare students for their state assessments.
- **Homework Assistance** - Will be a crucial to improving students' academic performance. Students not requiring tutoring will be provided with homework assistance during the first hour of the program. This will help to ensure that students are understanding their daily coursework and that the programming compliments their regular academics.
- **Mentoring Program** - Will be provided for students that are having issues with attendance and discipline, as well as, students that are at-risk of being held back. These mentors will serve as a positive role model for students and will be able to provide them with the added motivation that they may need.
- **Increased Parental Involvement** – The Family Engagement Specialist (FES) will implement various strategies to increase parental involvement. This will include: improving the school culture; offering information sessions; coordinating events, group activities, and presentations; and connecting families to services available in the community that can address barriers.
- **Workshops and Business Guest Speakers** - Will be provided to high school participants in order to increase their employability. These will include: leadership and team building workshops; mock interviews; and confidence building activities.
- **College/University Tours** – Will provide students with the opportunities to experience college/university campuses first hand as the students will; Sit in on classes; Have lunch with fellow students; Visit the dorms; And get a general feel of everyday life at each respected college/university campus.
- **College and Career Platform** - Will provide high school participants the opportunity to identify which careers they are most compatible with. In addition, the platform will provide students information on:
  - Types of jobs available in their identified career field;
  - Job descriptions;
  - Pay ranges of careers based on geographic locations;
  - Number of positions available based on geographic location; and more.

Finally, a career assessment platform will allow students to take part in hundreds of virtual college tours, as well as, provide them with reminders of important dates (i.e. FAFSA due date, college enrollment due dates, scholarship due dates, etc.)

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

County-district number or vendor ID: 066-903	Amendment # (for amendments only):

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

Best practices: The districts will use information gathered from the ACE© Blueprint, 21st CCLC website, and USDOE website to help identify and implement program best practices. In addition, the districts will reach out to previously funded applicants to discuss the "what to do" and "what not to do". This added support will help to build the foundation in which the program and activities will be developed. Finally, the districts will ensure the activities and consultants contracted are evidence-based and have supporting research of their ability to positively impact the proposed objectives. The table below identifies activities and consultants that have been preliminarily selected because of their supporting research. ***The design of the program reflects up-to-date knowledge from scientifically based research and effective practice. (4 pts.)***

EVIDENCE-BASED PRACTICES

Performance Target 1: Increase in Academic Performance

Activity: Small Group and One-on-One Tutoring **Citation:** A meta-analytic report suggested that, "out-of-school-time programs positively affected the reading and math achievement of students at-risk for school failure, whether programs were offered after school, during the summer, or on Saturdays. Programs of moderate duration (45-85 hours) had the greatest impact on both reading and math achievement". (*Source: Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn, 2006*) **Services to be provided by**: Teachers and National Inventors Hall of Fame

Activity: STREAM Programs **Citation:** Northwest Evaluation Association (NWEA) study indicates that students offered access to hands-on STREAM manipulatives showed more progress than students that did not have the same access. Furthermore, a principal stated, "I can see the kids are using their hands, reading directions, communicating with a partner, and not having to ask the teacher a lot of questions. It's very apparent that the program is engaging, and I believe it's sparking students' interest in pursuing science at a higher level." (*Source: https://www.pitsco.com /About-Us/Newsroom and STEM Expeditions® Pilot Study Report*) **Services to be provided by**: Pitsco Learning and Teaching Staff.

Activity: Homework Assistance **Citation:** Data suggests that after-school homework-assistance programs can serve a protective function for children at-risk for school failure, particularly those who do not have other structured after-school activities or those whose parents do not speak English at home. (*Source:* https://www.tandfonline.com/doi/abs/10.1207/S15326985EP3603_6). **Services to be provided by**: Teachers.

Performance Target 2 and 5: Increase attendance and on-time advancements; and decrease in discipline referrals.

Activity: Mentoring Program **Citation:** Findings provide preliminary evidence that school-based mentoring programs, may have a positive impact on students who are classified "at-risk." (*Source: The Effects of School-Based Mentoring on Student, December 2014)* **Services to be provided by**: Coastal Bend College, National Inventors Hall of Fame, and Duval PD.

Activity: PBIS Incentive Program **Citation:** There can be little doubt about the positive impact that incentives can have on students' performance. In December 2016, an article was published which detailed the positive effect a program had on students' attendance and discipline. (*Source: http://www.gpb.org/blogs/education-matters/2016/12/05/how-pbis-increased-our-attendance-and-decreased-discipline)* **Services to be provided by**: Positive Promotions and Teachers.

Performance Target 3: Increase in parental involvement.

Activity: Increase Parental Involvement **Citation:** The importance of parental involvement is reinforced by the considerable amount of research evidence which is now available to support the contention that improving parental involvement increases the effectiveness of the education that children receive. Numerous studies conclude that almost all parents from all backgrounds care about the education of their children. So, it is not lack of interest on behalf of parents which leads to low-levels of parental involvement, instead, it is that, so few parents know what schools expect of them or how they might contribute. (*Source: Improving Parental Involvement, Garry Hornby, 2000)* **Services provided by**: FES, WSCB, and DHHS.

Performance Target 4: Increase in graduation rates and career competencies.

Activity: College Tours **Citation:** A key part of deciding which college to go to is finding a good fit. A campus visit is an opportunity to get a firsthand view of a college since a catalog, brochure, or website can only show so much. To really get a feel for the college, students need to walk around the quad, sit in on a class and visit the dorms. (*https://bigfuture.collegeboard.org/find-colleges/campus-visit-guide/why-visit-colleges*) **Services provided by**: Coastal Bend College, Texas A&M-Kingsville, Texas A&M- Corpus Christi, and Del Mar College.

Activity: College and Career Platform **Citation:** 80% of Sophomores change majors by their Junior year; 59% students take 6 years to get a four-year degree. On average students will change their major at least THREE times over the course of their college career. With the cost of college being so high, it is important for students to be able to identify which career they are most likely to find rewarding. (*https://www.mindsightinc.com/*) **Services provided by**: CollegiateZone.

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

County-district number or vendor ID: 066-903	Amendment # (for amendments only):

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

The districts have devised a variety of programs and activities that are expected to improve student academic achievement and overall student success. Academic enrichment activities will allow the districts to target struggling students' academic deficiencies. Based on the 2016-2017 TAPR results, Freer ISD (FISD) had only 63% of its students pass their state assessment tests and San Diego ISD (SDISD) had only 64% of its students pass their state assessment tests. This is 11.5% less that the State's average of 75%. By providing one-on-one and small-group tutoring, as well as, homework assistance to struggling students, the districts can target each student's individual area of weakness and provide targeted instruction in Reading, Math, Writing, Science, and/or Social Studies. In addition, in order to increase student interest and participation, the districts will provide a STREAM summer enrichment program for students. This program will expose and develop competency for students in disciplines important to success and productive citizenship in today's global world.

College readiness activities are needed that can increase the college readiness of graduating students. This is important since the districts had only FISD-8.8%/SDISD-24.4% of its students identified as being college ready compared to the State's average of 38.7%. This is a direct reflection of the percentage of students that enroll to attend an Institute of Higher Education (IHE). At (FISD-48.9%/SDISD-50.6%), this is (7.2%FISD and 5.5%SDISD) below the State's average of 56.1%. When one compares these statistics to the percent of students that graduate (FISD-89.1%/SDISD-85.2%) and the percent of 11th and 12th grade students that are enrolled in Advanced and Dual Enrollment Courses (FISD-21.1%/SDISD-59.4%) it is easy to see the gap that exists in college enrollment. The districts are in great need of programming that will encourage students to make that college transition. Therefore, the districts will host college workshops and information sessions for the participants and families to attend to provide information required to prepare students for their post-secondary education.

Parental engagement activities are also needed since a high number of the districts' students (7.3%) come from households were one or both parents are immigrants that do not speak English. This makes it difficult to engage parents in their child's academics. Therefore, the districts will provide parents with the ability to bridge the language barrier and enable them to take a more active role in their child's education. In addition, workshops and trainings that will familiarize parents with academic expectations and requirements for the student's college readiness will be required for high school participants' parents. The family activities will be designed to meet the identified needs of each center's families and students and will specifically address the needs of working families. Activities will be on-going and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.

Moreover, **positive behavior activities** are needed since the districts' schools have a low attendance rate (FISD-94.4% and SDISD-92.8%) and high percentage of students with disciplinary referrals 13%. These students are at-risk of either being retained or dropping out. Hence, the districts are in need of programs that will reinforce positive decision-making and build self-esteem. These proposed programs will build trust between the student and their family and the districts' school while providing them the confidence needed to remain focused on their education.

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

County-district number or vendor ID: 066-903	Amendment # (for amendments only):

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

Plan to disseminate information: The districts have developed a plan for disseminating information which encompasses every phase of the program.

Community learning center: During the onset of the program, each of the center sites will create flyers and notices, which will utilize the Texas ACE© branding. The notices and flyers will provide details regarding the location of the center, contact information, hours of operation, and list of services that will be available. The notices will be sent home with students at the participating campuses. The flyers will be posted throughout the participating campuses, as well as, around the community. Target areas in the community will include grocery stores, laundromats, apartment complexes, restaurants, and other locations where it can be easily **accessible** to the community members, parents/guardians, and other family members can be sure to see it.

Once the program is underway, the centers will continue to provide the parents/guardians, family members, and community members with regular updates on the progress of the program. This will include notifications of meetings to be held to discuss any changes to the program design, updates on new activities to be offered, announcements of workshops and guest speakers, field investigations that may be provided to students, visits to adjunct sites, and more.

Understandable: To ensure that the information is disseminated in a manner that is understandable for all of the aforementioned stakeholders, the districts will ensure that all information is provided in both English and Spanish. In addition, the districts will invite members of the communities and family members to sit on the Advisory Council. The Advisory Council will be charged with providing continuous feedback and involvement from the community in order to increase awareness of the program. By including community and family members on the Advisory Council, the districts can ensure that these stakeholders are aware of the program and that their views, opinions, and suggestions are heard.

It is the intent of the districts to each have an Advisory Council that is made up of a diverse population. In addition to the parents and community members, teachers and students will also be recruited to join this councils, which will increase quality and visibility of the program in the community.

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

County-district number or vendor ID: 066-903	Amendment # (for amendments only):

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

Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 pts.) The Community Learning Centers will be housed at 3 of Freer ISD campuses and 3 of San Diego ISD's campuses. These campuses will help to ensure that the centers are each safe and easily accessible. Furthermore, the districts will ensure that students travel safely to and from each center and home by following local transportation policies and providing qualified adult supervision.

Transportation needs: In planning for the transportation of students, the districts budgeted for the following:

TRANSPORTATION

Regular Program Hours: Since the centers will be housed at campuses where students attend school, transportation will only need to be provided for students after the program ends.

Weekends and Summers: During some weekends and for 6-weeks during the summer, programming may be available for participants to attend. Therefore, transportation will include picking-up and dropping off students at designated zones.

Adjunct Sites: Since some regular programming will occur at sites other than the centers. Transportation will be provided from the center to the adjunct site, as well as, from the adjunct site back to either the designated center or to the students' homes based on the time the activity at the adjunct site ends. Adjunct sites will include local swimming pools where students will obtain swimming lessons and Palladium Bowling.

Field Investigations: Centers may provide students the opportunity to take part in field investigations, this may include touring colleges (high school students), museums, botanical gardens, etc. During these trips, students will be picked-up at their designated center and then returned to the center.

Since some parents may prefer to pick up their child(ren), each participating student will be required to have a Participant's Parental Consent Form completed and signed by the parent or guardian, prior to joining in any activities. The Participant Registration Form will require the parent/guardian of the student to identify the method by which the student will leave the program each day. The parent/guardian will also be required to provide the name and relationship of any individual that will be allowed to pick-up the student. Students leaving early from the program will be required to be signed out of the program by an approved parent/guardian or designee who will need to provide identification.

Furthermore, separate consent forms will be required to be completed when participants attend weekend and summer activities, adjunct site activities, and/or field investigations. The consent forms will advise parents/guardians of their destination, the time and date of departure, and time and date of return. For each of these instances, the parent or guardian will need to indicate if the students will be required to be picked-up and/or dropped off at home or back at the center, where their parent and/or guardian can pick them up.

The following procedures will be employed to ensure students' safety to and from the Community Learning Centers:

- Immediately following the dismissal of their final regular school-day class, students will report to the designated area on campus and sign in.
- At the end of the program day, the Site Coordinators will ensure that students are on the evening school bus or are appropriately picked up by parent, guardian, or designated individual.
- All students eligible to participate in either field investigations and/or trips to adjunct sites will be required to wear a name tag that clearly identifies them as part of the program. Upon returning to the campus, the procedures in place for the daily pick up of students will be employed.

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

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

How qualified persons will be encouraged to serve as the volunteers: ***Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 pts.)*** Freer ISD and San Diego ISD plan to partner with Texas A&M-Kingsville, Coastal Bend College and La Caridad Ministry to solicit volunteers in an effort to offer a more cost-effective program that can aid in sustaining the program beyond its funding cycle. The 21st CCLC staff will first meet with Coastal Bend College to explain the program that is being offered and detail the various activities that will be offered during the program. The 21st CCLC staff will request that upperclassmen that are pursuing careers in education and/or social services be asked to serve as volunteers for the centers. These volunteers will be asked to:

- Serve as mentors for at-risk and high school students;
- Provide homework assistance;
- Supervise various enrichment activities (i.e. sports, art, music, etc.); and
- Provide one-on-one tutoring.

These students will be encouraged to serve as volunteers because of the invaluable experience that they will obtain working with these at-risk students. Furthermore, any individual that volunteers for 20 hours or more will be provided with a letter of recommendation that will be signed by the principal of the campus that they volunteer at.

In addition, the 21st CCLC staff will also meet with the La Caridad Ministry to solicit volunteers from their congregation. Their local youth group will be targeted to provide assistance, although all volunteers will be welcomed. The 21st CCLC staff will provide the church officials with the same information that was provided to Texas A&M-Kingsville and Coastal Bend College to share with their congregation.
To facilitate the volunteer recruitment process, the partnering agencies will be provided with flyers that will detail the program. These flyers will be made available in both English and Spanish and will include the Texas ACE© logo to ensure that the partners comply with Texas ACE© branding guidelines.

Screening and placing volunteers: In accordance with the Texas statute, all volunteers who participate in the program will be fingerprinted and undergo a criminal background check to ensure the safety of all participants served in the program. Once these individuals are approved to volunteer with the districts, a training plan that includes pre-service training will be provided by the 21st CCLC administrators (Project Director and/or Site Coordinators) that will give the volunteers the skills required to safely care and manage the students.

The districts will make every effort to place volunteers in centers that are geographically located close to their homes. If needed, volunteers will be asked to travel to campuses that may be slightly further until additional volunteers can be recruited to serve the center in question. To ensure that sufficient assistance is available at each of the centers, the 21st CCLC staff will continue to seek volunteers throughout the school year.

If needed, additional locations will be targeted to recruit volunteers. This may include: Senior Citizen Communities, Rotary Clubs, PTA organizations, local businesses, parents, and more. Any volunteer recruited from these additional agencies will undergo the same screening and training.

By garnering support and volunteers from parents, businesses, and local churches, a strong community partnership can be developed, which is key to creating a 21st CCLC Program that will be sustainable. The districts understand that after-school programs exist in response to the changing needs of American families, and; therefore, must remain continuously in-tune with family concerns. Also, the communities as a whole have a serious stake in successful after-school programs, to reduce crime and other problems that arise when youth are unsupervised, and to help ensure that young people become responsible, contributing members of society. This expectation can be achieved with the 21st CCLC Program and activities designed for these participating districts.

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

County-district number or vendor ID: 066-903 | Amendment # (for amendments only):

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

Written letter(s) of support for local sustainability signed by a majority of the elected members of the local school board(s) or the governing board(s) of the charter school(s) from which students will be served. (5 pts.) The districts are committed to sustaining activities once funding has ended. As a sign of this commitment, the districts have included letters of support that have been signed by the majority of the School Board. Best practices, equipment and materials provided through the grant will be utilized to continue activities after the grant ends.

Quality of sustainability plan as described in Schedule #16 – Statutory Requirement #9 of the application. (5 pts.) To help and ensure that the program is sustainable, the districts have developed the following preliminary plan.

PRELIMINARY SUSTAINABILITY PLAN

Identify and Develop Partnerships – The districts will begin by identifying agencies within the community that can provide ongoing support and access to resources at little to no cost. This will include:

- Local Police Departments, which can offer guest speakers on a quarterly basis;
- Local Colleges and Universities, which can provide mentors and tutors;
- Workforce Solutions of the Coastal Bend and Department of Health and Human Services, which can have an individual come by the centers to provide presentations on available services;
- Local Colleges, Universities, and Businesses to offer college and career fairs;
- Texas Department of Agriculture to provide students with a free meal beyond school hours; and more.

Supplies and Materials – The districts will utilize grant funds as seed money to purchase long term equipment and materials that can be utilized to provide fun activities after the funding ends. These will include the following:

- Sturdy sports equipment (softballs, baseball bats, kickballs, basketballs, badminton rackets and birdies, etc.). By purchasing quality equipment, the districts can help to ensure that the sports equipment will be available for usage after the funds have expired; and
- Gardening supplies will be purchased to begin small gardening projects. Supplies will include hoes, shovels, trowels, soil, and seeds. Once the gardens have been established, the districts will be able to maintain the projects utilizing local funds.

Recycling Program – The districts will begin a recycling program in order to utilize materials collected to supplement planned activities. Water bottles will be utilized to build rockets, utilizing clean styrofoam plates and a water bottle for ring toss, giant stacking game utilizing empty 12 pack soda cartons, bowling utilizing 3-liter bottles, and much more. Each of these fun activities will serve two purposes (recreational and learning) since before playing the games the students will need to paint and decorate the recycled materials.

Fundraising – The districts will work with students to conduct fundraisers to raise money to purchase any consumable materials and supplies that may be needed. In addition, staff will work identify additional funding sources that can be utilized to sustain the program. This may include:

- Donations from local businesses; and
- Foundation grants.

Local Funds – Finally, the districts will attempt to utilize local, state, and/or federal funds to provide staff to oversee the programs and offer tutoring and homework assistance.

As can be seen, the districts have begun some preliminary plans on how the centers can be maintained. It is the intent of the districts to continue these discussions if funded.

As per the guidance that is provided on the Texas ACE© site, if funded the district will determine the sustainability outcome targets and utilize them as a guide to determine the level of services that can continue to be maintained. Although the centers may not be sustained at 100% capacity, the districts are confident that by utilizing the funds provided through the grant as seed money, the districts will be able to sustain a high-level of program activities after funding ends.

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

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts.)

The districts will utilize existing resources including: personnel not funded from grant; maintenance personnel; and coordinate with other district/campus programs. The districts will invite the 21st CCLC personnel to participate in staff development opportunities throughout the school year as a collaborative effort to better serve the participating students and their families. The existing school facilities and equipment will also be utilized for training teachers and partners.

In addition, the campuses will coordinate multiple federal and state programs and local funds to enhance and supplement the services of the teachers, students, and parents. Technology equipment purchased through federal and state funds will be utilized to allow participants to use the computer equipment beyond the regular school schedule. In addition, professional development training obtained through this grant will be a tremendous resource that will aid in sustaining this program during and beyond the grant cycle. This acquired resource coordinated with Title I (high-poverty) and state compensatory funds will ensure student gains are realized during and beyond the grant cycle. The districts' grant administrator will ensure that all services enhance, supplement, and enrich the regular classroom environment.

Most effective use of public resources: This program will be cost-effective because existing resources such as office space, classrooms, computer labs, telephones, Internet connections, utilities, and administrative staff will be utilized as in-kind. Furthermore, the proposed program is replicable to other districts that have similar student and academic demographics as Freer ISD and San Diego ISD.

Finally, the districts will ensure that *expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 pts.)*

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Schedule #17—Responses to TEA Program Requirements

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

Center 1

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Norman M. Thomas Elementary 1404 S. Norton Avenue Freer, TX 78357	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☑ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☒ K-2 ☒ 3-4 ☒ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number: 066903102			
Cost per student $999.68			

"Regular" student target (to be served 45 days or more annually):	135	Parent/legal guardian target (in proportion with student target):	75

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 2

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Freer Junior High School 615 S. Norton Avenue Freer, Texas 78537	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☑ 5-6	☑ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number: 066903042			
Cost per student $999.68			

"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	30

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 3

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Freer High School 615 S. Norton Avenue Freer, Texas 78537	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☑ 9 ☑ 10-11 ☑ 12
9-digit campus ID number: 066903002			
Cost per student $999.68			

"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	30

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

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Center 4

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Collins Parr Elementary 609 W. Labbe Avenue San Diego, Texas 78384	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☑ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☑ K-2 ☑ 3-4 ☑ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number: 066902101			
Cost per student $999.68			

"Regular" student target (to be served 45 days or more annually):	225	Parent/legal guardian target (in proportion with student target):	100

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 5

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Bernarda Jaime Junior High School 609 W. Labbe Avenue San Diego, Texas 78384	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☑ 5-6	☑ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number: 066902041			
Cost per student $999.68			

"Regular" student target (to be served 45 days or more annually):	70	Parent/legal guardian target (in proportion with student target):	40

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 6

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
San Diego High School 609 W. Labbe Avenue San Diego, Texas 78384	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☑ 9 ☑ 10-11 ☑ 12
9-digit campus ID number: 066902001			
Cost per student $999.68			

"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):	40

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

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Center 7

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:				
Cost per student				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 8

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:				
Cost per student				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 9

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:				
Cost per student				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

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

County-district number or vendor ID: 066-903 | Amendment # (for amendments only):

Center 10

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
	☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:			
Cost per student			

"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
	Feeder school #1	**Feeder school #2**	**Feeder school #3**
Campus name:			
9-digit campus ID number			
Estimated transportation time			

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

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

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

Proposed management plan: As the fiscal agent, Freer ISD will be responsible for hiring the individuals that will hold grantee-level positions. This will include 1 Project Director and the Family Engagement Specialist. The individuals that will be selected to hold these positions will be required to have experience working with at-risk students and to have at least a bachelor's degree in Education (master's degree is preferred). Since Freer ISD will be entering into a co-operative agreement with San Diego ISD, each district will be responsible for interviewing and hiring the staff that will serve as the Site Coordinators for their respective campuses. These individuals will also be required to hold at-least bachelor's degree in Education or a related field and 3 years of experience working with at-risk children and families. To ensure that the program at each participating campus is administered in accordance to the approved program design, the Project Director will be required to visit each site at least once a week. This will ensure that each Site Coordinator is provided with direct oversight. In addition, a weekly meeting will be held in which the Project Director, Family Engagement Specialist, and each Site Coordinator will need to attend. This will provide the opportunity for collaboration and to address any concerns.

Center operations: The center operations are detailed in the tables below. The districts have developed a consistent and dependable schedule of weekly activities for each of the centers. Each center will operate a minimum of 29-weeks per school year for a minimum of 15-hours per week, five-days per week, as well as, a 6-week Summer Term with a minimum of 4-hours per day, 4-days per week.

Freer ISD		
Fall Programming	**Spring Programming**	**Summer Programming**
Monday - Friday Center 1: 3:30 PM – 6:30 PM Center 2: 3:45 PM – 6:45 PM Center 3: 4:00 PM – 7:00 PM	Monday - Friday Center 1: 3:30 PM – 6:30 PM Center 2: 3:45 PM – 6:45 PM Center 3: 4:00 PM – 7:00 PM	Monday - Thursday Center 1, 2, and 3 10:00 A.M. – 2:00 P.M.

San Diego ISD		
Fall Programming	**Spring Programming**	**Summer Programming**
Monday - Friday Center 4: 3:30 PM – 6:30 PM Center 5: 3:45 PM – 6:45 PM Center 6: 4:00 PM – 7:00 PM	Monday - Friday Center 4: 3:30 PM – 6:30 PM Center 5: 3:45 PM – 6:45 PM Center 6: 4:00 PM – 7:00 PM	Monday - Thursday Center 4, 5, and 6 10:00 A.M. – 2:00 P.M.

Corresponding budget plan: During hours of operation, the districts will offer teachers extra-duty pay to oversee community volunteers and paid staff with tutoring and homework assistance in core subjects (Mathematics, Science, Social Studies, English Language Arts, and Reading) at each site. Local school teachers will help students who wish to take advantage of the RtI software that will be purchased for the Centers. Regular students will be required to attend 45 days or more during the school year. Center-level activities will be a minimum of 45 minutes in length and planned for each hour. Activities will be: designed to address student needs; aligned with state standards; and developed using the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness.

Plan is designed to meet the objectives and student targets: The districts will establish a management plan that will ensure that all of the components adhere to the requirements set forth by TEA and provide high-quality programming for all participants. In addition, the management plan will ensure that the districts are on track to meeting the set objectives and goals of the program. The management plan will include the following information: An outline of the program's objectives and goals and the actions for achieving them; Descriptions of the roles and time commitments of personnel and participants involved in the program; Procedures to recruit participants; A timeline for various stages of the program; and A process to handle possible program modifications.

In addition, the districts will outline the roles and responsibilities of 21st CCLC staff. An organizational chart will be developed in order to streamline personnel interaction and individual responsibilities in the structure of overall management. The management plan will include the following: ***Student Participation***: Will detail the procedures for participant selection, retention, and evaluation. This will include the processes for targeting at-risk students, as well as, aims to recruit participants' families; ***Collaborations***: Will describe the planned collaborations with all CBOs. For existing partnerships, the management plan will detail the proposed services to be offered; and ***Communication***: Maintaining communication among program staff is a critical part of any collaboration. Therefore, the management plan will describe the proper methods for communication, dates of scheduled meetings, and contact information for all key staff.

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

County-district number or vendor ID: 066-903	Amendment # (for amendments only):

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

Program evaluation plan: ***The methods of evaluation provide for examining the effectiveness of program strategies. (2 pts.)*** In developing the evaluation plan, the districts reviewed the requirements that are listed on the Texas ACE© Evaluation Guide. As per the Texas ACE© requirements, the following processes for examining the effectiveness of the program strategies will be met:

- Create a Logic model for each grantee and center (October 2018);
- Prepare and get signed an evaluator agreement (October 2018);
- Host interim discussion 1: Fall term school alignment evaluation questions (December 2018);
- Host interim discussion 2: Fall term activities and participation evaluation questions (March 2019); and
- Review the final report and submit the executive summary to TEA via the ACE© Help Desk (July 2019).

The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 pts.) Freer ISD will contract an External Evaluator to conduct an annual unbiased evaluation of the program and all its activities in order to ensure the program is on target to meet its proposed outcomes. Furthermore, the Director will work with the External Evaluator to create a set of research questions designed to ask important questions about program practices and outcomes. Finally, the Director will ensure that the External Evaluator is provided with data needed to assess how the districts are progressing on meeting the objective measures: school day attendance; core course grades; mandatory discipline referrals; on-time advancement to the next grade-level; high school graduation rates; and high school student career competencies.

The evaluation design includes processes for collecting data, including program-level data (such as program activities and the number of participants served) and student-level academic data (such as achievement results and attendance data). (3 pts.) The districts assure that they will cooperate with TEA in monitoring the implementing and examining the effectiveness of the program. Furthermore, the districts will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Therefore, the 21st CCLC staff will be responsible for collecting the following data:

DATA COLLECTION PROCESSES	
Program-Level Data	*Summative*: Number of participants, activities provided, attendance at activities, total days attended by each student, staff trainings provided, number of staff attending trainings, activities provided for parents/guardians, number of parents/guardians participating, types of activities provided to parents/guardians, number of volunteers, services provided by volunteers, etc. *Formative*: Favorite activities, how attendance can be increased, suggestions for activities, etc.
Student Academic Data	*Summative*: Core course grades, attendance, discipline referrals, on-time advancements to next grade-levels, state assessment results, graduation rates, etc. *Formative*: Participants' teachers suggestions to improve academics, mentors feedback on participants, etc.

Data collection tools that will be utilized to gather the aforementioned data will include: Observations; Questionnaires; Discussion Groups; Quarterly Surveys; Report Cards; Activity Logs; SAT/ACT Results; PEIMS Reports; Attendance Sheets; and More.

Evaluation results will be used to improve program operations and quality: ***The formative evaluation processes. (2 pts.)*** By administering quarterly surveys and collecting and consolidating formative data in the Texas 21st ACE© database, the districts' administrators, campuses' administrators, and 21st CCLC staff will be able to identify and correct any problems in the program. Performance measures will be utilized to assess progress in meeting the stated goals and objectives.

The procedures ensure feedback and continuous improvement. (3 pts.) In this manner, the districts can ensure that feedback is collected from all stakeholders and the program demonstrates continuous improvement. If any of the of the initiatives are deemed to be ineffective in positively impacting the identified goals, the Advisory Committee will convene to discuss alternate initiatives or activities that may be substituted. When possible, feedback will be solicited from teachers, parents, and students. Flyers will be sent home with students and the campus website will be updated to notify stakeholders of any changes made.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 066-903 | 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	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 066-903 | 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	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☒
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☒	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
B18	Coordinate with community centers/programs	☒	☐	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☐	☒
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 066-903	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☒	☒	☒
D02	Provide counseling	☒	☐	☒
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☒	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☐	☐
D07	Provide community service programs/activities	☐	☐	☒
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☒	☒
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☐	☐
E02	Provide program materials/information in Braille	☒	☐	☐

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

County-District Number or Vendor ID: 066-903 | Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	☒	☐	☐
H02	Provide staff development on effective teaching strategies	☒	☐	☐
H03	Provide training for parents	☒	☐	☐
H99	Other (specify)	☐	☐	☐

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

County-District Number or Vendor ID: 066-903 | Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☒
L02	Establish collaborations with parents of highly mobile families	☐	☐	☒
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

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	☐	☐	☒
M02	Conduct home visits by staff	☐	☐	☐

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

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	☐	☒	☒
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☒	☒
N04	Provide intern program for new personnel	☐	☐	☒
N05	Provide an induction program for new personnel	☐	☒	☒
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☒	☒
N99	Other (specify)	☐	☐	☐

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	☐	☐	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☒

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

County-District Number or Vendor ID: 066-903	Amendment number (for amendments only):

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

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

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	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 066-903	Amendment number (for amendments only):

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

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

Questions

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

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

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

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

Assurances

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

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