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
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	Place date stamp here.
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	RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:13 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #	
Duncanville Independent School District		**057907**	**NA**	
Vendor ID #	ESC Region #		DUNS #	
1756001336	10		081551483	
Mailing address		City	State	ZIP Code
710 S. Cedar Ridge Dr.		**Duncanville**	**TX**	**75137**

Primary Contact

First name	M.I.	Last name	Title
Crystal	**A.**	**Rentz**	**Director of Innovation**
Telephone #	Email address		FAX #
972-708-3687	**Crentz@duncanvilleisd.org**		**972-708-3636**

Secondary Contact

First name	M.I.	Last name	Title
Shalontae	**L.**	**Payne**	**Director of CTE/CCR**
Telephone #	Email address		FAX #
(972)-708-3717	**Spayne@duncanvilleisd.org**		**(972)-708-3636**

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
Marc		Smith	Superintendent
Telephone #	Email address		FAX #
(972) 708 - 2006	marcsmith@duncanvilleisd.org		(972) 708 – 2020

Date signed

Signature (blue ink preferred)

Only the legally responsible party may sign this application.

701-18-111-077

Schedule #1—General Information

County-district number or vendor ID: **057907**	Amendment # (for amendments only): NA

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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **057907**	Amendment # (for amendments only): N/A

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 isusing 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: **057907**	Amendment # (for amendments only): N/A
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: **057907**	Amendment # (for amendments only): N/A

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: **057907**	Amendment # (for amendments only): N/A
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: **057907**	Amendment # (for amendments only): N/A

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.	Not Applicable	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID: **057907** | Amendment # (for amendments only): N/A

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	Not Applicable	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **057907**	Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Duncanville Independent School District (DISD) is home to approximately 60,000 residents within an area of 28.7 square miles. The district serves 4 communities: the entire city of Duncanville and portions of Dallas, Cedar Hill and DeSoto. The district currently educates more than 12,000 students at 18 campuses. There are no comprehensive district-sponsored before/after school programs in operation, and many working families struggle to find affordable before/after school learning experiences that are effective and safe. The implementation of a 21st Century program in DISD will in and of itself help the district accomplish a primary local objective to develop the infrastructure and capacity to deliver high-quality after school and summer programs within the district. The 21st Century program in partnership with Big Thought (BT) will catalyze DISD's effort to build a comprehensive system for OST supports, including policies, procedures and the ability to leverage opportunities for knowledge gathering through TEA-sponsored technical assistance. In turn, DISD would make greater strides towards closing the opportunity and achievement gaps that exist in Duncanville ISD.

Budget: In developing the proposed budget, DISD and Big Thought (BT) collaborated to construct an overarching and efficient program design and staffing structure for the proposed grant program. Throughout the process, DISD and BT referenced all applicable guidance resources provided by TEA and the federal government. The total funding amount requested maximizes the level of academic assistance, enrichment, career preparedness and family engagement services participants will receive.

Demographics: DISD serves a diverse and high need population of students: 76% economically disadvantaged, 56.3% At-risk, 18.6% ELL; 40.1% of students are African American and 52.3% Hispanic. Prior to the 17'-18' school year, DISD had 4 Focus Campuses and 2 Priority Campuses (these schools are all included in our 10 sites and are classified Focus and Priority 4+ years). For 17'-18' the district only had two Focus Schools, one of which is the tenth site, Reed Middle School. (Although the 16'-17' TAPR shows Reed MS to be 46% At-Risk, current numbers at Reed MS are 54% At-Risk.) As stated before, DISD serves a high need population of students.

Needs Assessment: The annual district needs assessment process is developed and evaluated at the district level by the Senior Leadership Team (SLT), consisting of the superintendent and all of his chiefs. Each campus is charged with conducting an annual needs assessment in order to complete their campus improvement plan. The SLT evaluates the needs assessments submitted by each campus to drive district level decisions and resource allocation. Prior to completing this application, the Director of Innovation and the principals from the 10 proposed sites worked in collaboration with BT to develop a comprehensive needs assessment as it pertains to student success with a strong focus in the out-of-school time space.

Management Plan: The management and center operations plan for the 21st CCLC programs will be coordinated between DISD and BT. The Project Director (PD) position will be fully embedded into the District's Innovation Department. The PD will guide all grant implementation, liaison with District and campus leadership, ensure grant compliance and success of defined Cycle 10 goals. The Family Engagement Specialist (FES) and Site Coordinators (SC) will be provided by BT, building on the organization's expertise in operating 21st Century programs. The SC will each work from their respective school, reporting directly to a BT program manager, but with a dotted line to the PD.

Evaluation: DISD and BT personnel will conduct a rigorous regimen of ongoing internal and external monitoring, evaluation and assessment of all 21st Century activities and systems to facilitate continual program improvement and long-term program success. Live data dashboard reports will be utilized to support the continuous improvement models. DISD will engage an external independent evaluator, per grant requirements, who will further inform evaluation plans, conduct formal evaluation efforts and provide objective validation, or suggest course correction of internal assessment efforts.

Statutory and TEA Requirements: Throughout the grant writing process, DISD has consulted all available resources to completely and accurately answer all statutory and TEA requirements.

Duncanville ISD is committed to providing high-quality, robust, research-based before/afterschool school and summer programs to achieve positive impact on student success. The superintendent, senior leadership team, and the Board of Trustees (as indicated in the Board's attached letter) are committed to support sustainability efforts. Through the partnership with Big Thought, the District will be able to capitalize on BT's 20-year history of community resource coordination and will hold regular planning meetings to collaborate with the advisory committee, community agencies, and individuals connected to each center to develop a comprehensive implementation and sustainability plan.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **057907**	Amendment # (for amendments only): N/A
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	$773,520	$0	$773,520
Schedule #8	Professional and Contracted Services (6200)	6200	$601,899	$28,750	$630,649
Schedule #9	Supplies and Materials (6300)	6300	$82,561	$0	$82,561
Schedule #10	Other Operating Costs (6400)	6400	$13,270	$0	$13,270
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes ☐ No	
	Total direct costs:		$1,471,250	$28,750	$1,500,000
	Percentage% indirect costs (see note):		N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		**$1,471,250**	**$28,750**	**$1,500,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$	$	$

Administrative Cost Calculation

Enter the total grant amount requested:	$1,500,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$75,000

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: **057907** | Amendment # (for amendments only): N/A

	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		$68,000
5	Site coordinator (required)	10		$410,000
6	Family engagement specialist (required)	1		$50,000
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	Title			$
20	Title			$
21	Title			$
22			Subtotal employee costs:	$528,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			$
24	6119 Professional staff extra-duty pay			$
25	6121 Support staff extra-duty pay			$126,400
26	6140 Employee benefits			$119,120
27			Subtotal substitute, extra-duty, benefits costs	$245,520
28			**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$773,520**

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: **057907**	Amendment # (for amendments only): N/A

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:**	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Academic Assistance Services	$252,720
2	Enrichment Services	$286,029
3	Family Engagement Services	$28,600
4	Independent Evaluation	$25,000
5	Student Transportation	$36,800
6	3rd Party Quality Monitoring	$1,500
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$630,649
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$
	(Sum of lines a, b, and c) Grand total	**$630,649**

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: **057907**		Amendment # (for amendments only): N/A
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$82,561
	Grand total:	$82,561

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: **057907** | Amendment # (for amendments only): N/A

	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.	$1,680
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.	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$4,560
	Subtotal other operating costs requiring specific approval:	$6,240
	Remaining 6400—Other operating costs that do not require specific approval:	$7,030
	Grand total:	$13,270

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: **057907** | Amendment # (for amendments only): N/A

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	Not Applicable	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:	**$**

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: **057907** | Amendment # (for amendments only): N/A

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Qualifications: A bachelor's degree in education, non-profit management or related field, masters preferred; 5+ years of successful educational leadership; experience managing staffs, budgets and education related programs, developing and executing projects, working with diverse constituents, marketing, data reporting, and appropriate technology skills.
2.	Site Coordinator(s)	Qualifications: A bachelor's degree in education or youth development preferred; 3+ years experience in instructional design and delivery of academic enrichment; have excellent interpersonal, communication, organizational and leadership skills; be able to connect with children, a team-player who can collaborate with diverse students, parents, staff and community partners, certified in first-aid, CPR and use of AED. Bilingual strongly preferred.
3.	Family Engagement Specialist	Qualifications: A bachelor's degree in education or related field; have strong communication and interpersonal skills, experience working in an educational, social or support service setting with families from diverse cultures and economic backgrounds; be familiar with child development, effective parenting techniques and community support agencies, adaptable to meet family needs and able to work flexible hours. Bilingual strongly preferred.

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

#	Objective		Milestone	Begin Activity	End Activity
1.	*Academic Achievement:* 70% targeted students improve STAAR Math & Rdg scores	1.	Identify and recruit at-risk, high need students	08/01/2018	02/01/2019
		2.	Recruit and hire a well-trained qualified workforce	08/01/2018	07/31/2019
		3.	Create Individual Education Plans for all students	08/01/2018	05/17/2019
		4.	Develop targeted math and reading activities	08/15/2018	05/19/2019
		5.	Provide intensive and ongoing training for all staff	08/20/2018	07/31/2019
2.	*Academic Performance:* 80% targeted students improve a minimum of 2 points in one or more subjects	1.	Develop & implement comm. plan for daytime and OST instructor to reg. monitor student progress	08/15/2018	09/15/2018
		2.	Provide daily homework assistance and tutoring	08/27/2018	05/17/2019
		3.	Align enrichment activities to grade level TEKS	08/20/2019	06/01/2019
		4.	Provide high-quality enrichment and academic summer programming to prevent summer slide	10/01/2018	07/31/2019
3.	*Attendance:* Measurable increase in student attendance (students in ACE program) from 2017 baseline	1.	Utilize student interest surveys for *student voice*	08/27/2018	05/17/2019
		2.	Plan innovative, hands-on & relevant activities	08/15/2018	06/01/2019
		3.	Identify and utilize OST providers/community partners in varied fields that align with st. interests	09/01/2018	06/01/2019
		4.	Publicize 45-day participation as a shared goal	08/01/2018	06/01/2019
		5.	Create intervention plans with needed supports for chronically-absent students	09/15/2018	05/01/2019
4.	*Behavior:* Measurable decrease in student disciplinary referrals from 2017 baseline	1.	Train all staff on Social Emotional Learning (SEL)	08/20/2018	06/01/2019
		2.	Collect baseline student conduct and SEL data	09/01/2018	05/15/2019
		3.	Implement SEL- aligned curriculum & instruction	08/27/2018	07/31/3019
		4.	Embed SEL skills throughout all program activities	08/27/2018	07/31/3019
		5.	Monitor student behavior throughout program	08/27/2018	07/31/3019
5.	*Parent Involvement:* Establish baseline data for parental involvement 18'-19'	1.	Identify parent interest through surveys	09/01/2018	10/01/2019
		2.	Collect historical parent involvement data	09/01/2018	10/01/2019
		3.	Plan and execute parent/family activity nights/Sat.	09/15/2018	07/31/2019
		4.	Partner with community agencies to provide parenting education, comp. training, ect.	09/01/2018	07/15/2019

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **057907**	Amendment # (for amendments only): N/A

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.**

The Duncanville Independent School District is home to approximately 60,000 residents within an area of 28.7 square miles. The district serves four communities: the entire city of Duncanville and portions of Dallas, Cedar Hill, and DeSoto. The district currently educates more than 12,000 students at 18 campuses: nine elementary, three intermediate, three middle, one high school, and two alternative campuses. Duncanville ISD serves a high need population of students with 76% of the students classified as economically disadvantaged and 56% classified as At-risk. Prior to the 17'-18' school year, DISD had 4 Focus Campuses and 2 Priority Campuses (these schools are all included in our 10 sites and are classified Focus and Priority 4+ years). For 17'-18' the district only had two Focus Schools, one of which is the tenth site, Reed Middle School. (Although the 16'-17' TAPR shows Reed MS to be 46% At-Risk, current numbers at Reed MS are 54% At-Risk.) In the spring of 17', the district conducted a parent survey in which parents expressed a strong desire to have innovative educational programs in the form of Choice programs, before/after school programming, and summer enrichment programming. June 2017, the school board approved hiring a Director of Innovation, which started Sept. 1, 2017. During the first 90 days in the role, the director spoke with numerous community groups, students, teachers, administrators, parents, higher education partners, industry partners and potential new partners for the district. While gathering qualitative data concerning innovative programs through individual and group meetings, the director also gathered quantitative data such as state assessment scores, demographics, local assessments, attendance, discipline, college and career readiness, and campus, and district surveys.

Several themes quickly arose from the data and conversations with stakeholders when describing their vision for innovation in the context of the school district and of the services provided by the district. Across all stakeholders, the need for high-quality programming for the out of school time space, at no cost to students, was expressed in mulitiple ways. Prior to completing this grant application, the Director of Innovation, the 2 Chiefs of Schools, the Director of College and Career Readiness, the Director of Early Childhood, the nine elementary principals and one middle school principal met to discuss the grant (the middle school was chosen as the 10th school because it is a Focus School serving some of our highest need students). All 10 principals saw the need on their campus and all 10 committed to supporting the program objectives.They submitted their campus improvement plans and completed a needs assessment specific to Out of School Time programming. The results from the conversations, CIPs, and Needs Assessments found the following:

All principals and a high percentage of other stakeholders expressed a need for comprehensive before/after school and summer programs. Many stated that students need the opportunity to experience STEM, Arts, and recreational activities out of school time. There is a need for homework assistance, service learning, tech prep, and state assessment tutoring. Due to a high number of working families, these types of programs must happen everyday and transportation must be provided. Currently, the only comprehensive after-school program in DISD is a parent-pay program at 4 elementary sites, this is the first year the program has been in the district, it was an answer to parents requesting afterschool programs. However, this program is not meeting the needs of most of our working parents, due to the cost of the program and lack of transportation. (A recent survey conduct by the City of Duncanville found that 29% of the people that live in Duncanville work in surrounding cities.) There are disparate after-school club activities happening at a select few sites; however, they could benefit from being connected and supplemented by a comprehensive after-school program to drive further engagement and deeper dosage from learning opportunities. Another expressed need was for parent/family supports: hygiene, housing, mental health, student success, transportation, utility assistance, parent education courses and engagement activities.

DISD was once a "suburban" district, but is now essentially an urban district and needs to continue to grow and adapt both supports and resources within that context. While building more innovative programs of choice, the District needs to continue the discussion of OST programming while building the proper infrastructure needed to support comprehensive OST programs on all campuses. The City of Duncanville has included the district in current planning for the city's five year strategic plan. A 21st Century award would be catalytic in building the support and infrastructure needed to expand and sustain comprehensive OST programs to meet the needs of our working families, students, and the community.

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

County-district number or vendor ID: **057907** | Amendment # (for amendments only): N/A

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

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

Duncanville ISD (DISD) intends to partner with Big Thought (BT) to expand access to high quality OST programming for students at the ten campuses identified in this proposal. By combining district resources with BT's expertise in after-school and summer programming, extensive instructor roster and professional development capacity, the district will be positioned to meet its objectives for academic performance and achievement, attendance, behavior and parent involvement as well as identify community and funding resources to position the program for sustainability. This partnership provides the needed infrastructure and expertise to ensure grant ojectives are met. DISD and BT will utilize a continuous improvement model throughout the grant and will make any necessary programmatic changes needed to ensure all objectives are being met. The partnership has been documented through the execution of a formal partnership agreement that defines the roles and responsibilities of each partner should the 21st Centruy grant be awarded to DISD.

In the partnership, Duncanville ISD will:

- Implement and administer the 21st Century program, in collaboration and with guidance from BT;
- Leverage district funds in coordination with 21st Century funded activities as needed;
- Hire and supervise project director as mandated by the grant program;
- Ensure existing out-of-school time activities and resources align and are coordinated with grant-funded activities;
- Provide facilities for grant administration and instructional activities, including space for BT classroom instruction;
- Provide supplies, facilities and technology infrastructure for grant administration and instructional activities;
- Provide ongoing feedback to BT regarding program quality and coordinate with BT on professional development;
- Provide space for storage of 21st Century program curriculum material and supplies;
- Handle any elevated disciplinary issues with participating students and staff;
- Provide administrative oversight to ensure shared space is cared for appropriately;
- Allocate staff and resources from its assessment department to provide BT with access to student and campus data for program purposes (under fully executed FERPA compliant data sharing agreement); and
- Prepare reports for District leadership and provide data to campus administration for evaluation and feedback.

As the programming partner, Big Thought will:

- Provide program manager at BT headquarters to act as primary liaison with DISD's 21st Century project director;
- Provide one (1) family engagement specialist and ten (10) site coordinators;
- Provide technical assistance to DISD on all grant administration tools (e.g., Parent Handbook, Standard Operating Procedures, Stakeholder Surveys, instructional observation rubrics, etc.);
- Leverage government, foundation, corporate and individual support to supplement and enhance programming;
- Provide front-line intructional and supervision staff, including site guides, teaching artists/community instructors and community-based providers, to fulfill daily enrichment, academic assistance and other activities;
- Ensure that all staff and volunteers have met background check requirements as required by DISD and TEC;
- Maintain workers compensation insurance for employees who are responsible for 21st Century program on site (as applicable) and provide documentation of other suitable insurance coverage;
- Provide program and instructional supplies, as determined by annual budgeting process;
- Provide curriculum, instructor lesson-plan template and oversight for BT instructional services;
- Allocate staff and resources to develop and implement relevant professional development modules, support social and emotional learning and quality of instruction assessments/coaching, and engage in continual improvement;
- Support DISD and 21st Century program by communicating its mission to targeted stakeholders;
- Provide necessary data analysis to DISD for reporting purposes, including but not limited to PD attend., SEL assessment data, and instructional quality spot and panel observation data.

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

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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.**

As outlined in Schedule #16, Statutory Requirement 1, five explicitly stated objectives for Duncanville ISD's (DISD) 21st Century program guide programmatic strategies that will result in a positive impact on student performance, attendance, discipline referraals, advancement and other local measures. The objectives, with their stated targets, are:

- *Academic Achievement: 70% targeted students improve STAAR Math & Rdg scores*
- *Academic Performance: 80% targeted students improve a minimum of 2 points in one or more subjects*
- *Attendance: Measurable increase in student attendance (students in ACE program) from 2017 baseline*
- *Behavior: Measurable decrease in student disciplinary referrals from 2017 baseline*
- *Parent Involvement: Establish baseline data for parental involvement 18'-19'*

The proposed program is being developed in collaboration with Big Thought (BT) who has success in implementing 21st Century programs that achieve positive impact over time. From 2009-2016, thirty-eight 21st Century sites operated by BT showed on average nearly 50% of all regular students improving their Math and Reading grades, 87% showing improvement in behavior, and 95% advancing to the next grade level. The proposed programs build on this success and are evidence-based and utilize best practices. Key components of the program that will contribute to the overall impact on students include:

- Intentionally recruiting students identified as being in need of supplemental academic or enrichment support, and therefore most likely to benefit from the 21st Century programming
- Developing individualized student learning plans that identify the blend of services that will be most impactful for each child, and offering a consistent schedule of both academic assistance and academic enrichment programming that are grounded in evidence-based practice (see Schedule #16 Statutory Requirement #4 for details).
- DISD's program partner Big Thought specializes in delivering TEKS-aligned enrichment programs that are also integrated with social and emotional learning, which research shows can positively impact student achievement and performance.

Student attendance in school and during after-school is critically important. Simply stated, a child must attend in order to benefit from the programming being offered. Management and operations plans for 21st Century programs include effective strategies for promoting regular attendance and program retention. The importance of attendance will be communicated to students and parents during the initial program orientation sessions and will be a shared goal of both staff and students throughout the year. Programmatic strategies will also be employed to drive student attendance and retention, including a focus on the adult and student relationship. This begins with hiring high-quality program staff that meet all qualifications and show they have the skills to be an adult advocacte and mentor to students. Additionally, program staff will be trained to listen to and consider student voice and allow space for student choice, which will promote buy-in and increase engagement and attendance in programming, while building student agency in their own learning.

Programming will positively impact discipline referrals by intentionally and explicitly focusing on social and emotional learning, which is itself a local objective that will be measured. Starting with a focus on building the after-school staff's own acquisition of SE skills and competnecies so that they may model and practice those skills themselves, the program will then implement a series of signature instructional practices, explicit curriculum, and will integrate SEL into other content areas, all which support student growth in self-awareness, self-management, relationship skills, social awareness and empathy, and positive decision making.

Lastly, implementation of a 21st Century program in DISD will in and of itself help the district accomplish a primary local objective to develop the infrastructure and capacity to deliver high-quality after school and summer programs within the district. The 21st Century program will catalyze DISD's effort to build a comprehensive system for OST supports, including policies, procedures and the ability to leverage opportunities for knowledge gathering through TEA-sponsored technical assistance.

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

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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.**

Duncanville ISD's (DISD) after-school and summer model will provide students with engaging and creative activities, which are the foundation for high quality programming and relate to academic and non-academic outcomes. Scientifically-based research demonstrates that children involved in highly engaging/creative activities have more consistent school attendance, higher academic achievement (Catterall, James, *Doing Well and Doing Good by Doing Art: A 12- Year Longitudinal Study*, Imagination Group: I-Group Books, 2009), and may be primed for greater leadership and community involvement (Benson, Peter L., Sparks: *How Parents Can Ignite the Hidden Strengths of Teenagers*, Search Institute, 2008). Offering further support or this approach, business and policy leaders have conducted their own research and found that creativity and innovation are mandatory skills for children's success as future citizens and workers (The Partnership for 21st Century Skills, www.p21.org).

Drawing on partner Big Thought's (BT) previous experience and initiatives, curriculum and instruction for the program will be focused on project-based learning (PBL). A wide body of compelling research demonstrates the positive effects of PBL on student achievement, both in and out of the classroom. The Buck Institute for Education (www.bie.org) documents how students learning through PBL retain content longer, have a deeper understanding of what they are learning, demonstrate better problem-solving skills, show improved critical thinking, are able to apply what they learn to real-life situations and exhibit improved attitudes toward learning. The same research also illustrates how PBL improves students' mastery of 21st century skills such as their ability to work collaboratively and resolve conflicts, skills that improve outcomes for students beyond the classroom.

DISD and BT also place a priority on fostering students' social and emotional learning (SEL) to help them build the skills, knowledge and attitudes needed to be successful in school, work and life. SEL includes knowing and controlling emotions, understanding and collaborating with others, making positive choices, and demonstrating resiliency. Research is showing that SEL programming can "...improve the culture and climate of schools and classrooms, as well as children's social, emotional, behavioral, and academic outcomes." (Jones, S. M., Barnes, S. P., Bailey, R., Doolittle, E: *Promoting social and emotional competencies in elementary school*, 2017).

Through its work in 21st CCLC Cycles 5, 6, and 7, BT has not only developed its own best practices but also utilized tools developed nationally and locally through other organizations. At BT's recommendation, DISD will participate in Dallas Afterschool's Program Quality Initiative (PQI) which helps afterschool sites achieve national quality standards. PQI uses the AQuA (Afterschool Quality Advancement) tool, which follows research-based best practices for operating a high quality after-school program. DISD will also utilize BT's experience to inform broad programmatic design and professional development for all staff.

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

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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.**

Duncanville ISD with Big Thought will implement program activities designed to improve academic performance, promotion and graduation rates; increase students' sense of involvement in school and the community; develop and grow key social and emotional learning competencies; encourage student and family engagement in learning; provide families with opportunities for literacy and related educational development; and help prepare students to graduate and enter college or the workforce.

In order to achieve these outcomes, the program will be based on proven instructional methods, including experiential and project-based learning, that embed creative learning and social and emotional learning principles through activities aligned with the school curriculum and college and workforce readiness indicators. Duncanville ISD's (DISD) out-of-school time programming will include the following activities on a daily basis in support of student academic achievement and overall student success.

Homework Assistance: Students will be provided with a quiet space where they can complete their homework, working individually or in small groups as appropriate. Program staff will supervise the period, providing general guidance and maintaining the study-friendly environment. Students who finish their home work quickly will be provided with quiet alternatives, including books, puzzles and other activities. Students will start the day prepared for their classes and receive credit for completed homework.

Enrichment programming: DISD is partnering with Big Thought (BT) because of the organization's experience in providing innovative and engaging enrichment programming in 21st CCLC as well as its participation in a national study on summer learning. BT relies on proven instructional methods, including project-based learning (PBL). Research demonstrates PBL can positively impact student academic achievement, providing benefits to students across grade levels, academic subjects, and achievement levels, including improved performance on standardized tests. PBL also shows promise as a strategy for closing the achievement gap by engaging lower-achieving students. (www.bie.org) BT will work closely with DISD administrative and instructional personnel to tailor creative enrichment programming to meet student needs. Big Thought maintains and is continually expanding a talent roster of qualified instructors across a wide range of subjects including the visual and performing arts (Music, Dance, Theatre, Art and Spoken Word/Poetry) as well as STEM subject areas. All enrichment sessions focus not only on the discipline of the activity, but also integrate elements of social and emotional learning, such as developing positive relationships, practicing self-regulation, social awareness and empathy. Instructors receive extensive professional development addressing topics such as safety, child development, classroom management, arts integration and social and emotional learning techniques, and have access to a library of lessons developed by Big Thought, many of which directly support literacy and other classroom subjects through fun and engaging enrichment activities.

Research has shown that when partnered with caring and supportive adults, students achieve better grades, have improved attendance and experience increased self-esteem. (Lampley, James H and Johnson, Kelly C., *Mentoring At-risk Youth: Improving Academic Achievement in Middle School Students*, East Tennessee State University, 2010.) Support from community educators and mentors from various fields will serve to inspire and motivate students. The ability to work with professional artists, scientists and historians and to receive acknowledgement and recognition from these adults will motivate students to learn more than just the basic skills such as math, writing, reading, speaking and listening. They will learn to address social, negotiation, leadership, teamwork, and cultural diversity issues. They will also develop self-esteem, self-management and responsibility skills.

All Big Thought out-of-school time programs are designed and include integrated structures, policies and programmatic activities which support the social and emotional learning of participating students. There is a growing body of research that connects SEL with academic and other outcomes. A meta-analysis of over 200 school-based SEL programs impacting more than 270,000 students conducted in 2011 found that students participating in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs. (Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405–432.)

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

County-district number or vendor ID: **057907**	Amendment # (for amendments only): N/A

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.**

Upon notification of receiving the grant, communication will go to all internal and exteranal communication outlets used by Duncanville ISD and Big Thought. Duncanville ISD will draw on Big Thought's experience with 21st Century Community Learning Centers to design and implement a system to channel communications between Big Thought administration, Duncanville ISD, parents, the 10 sites and community partners providing student and family services at the centers.

Key components of the communications system will include:

- bi-weekly e-newsletters to inform Big Thought staff and partners about pertinent dates, events and achievements of the program;
- frequent visits and meetings between Big Thought staff and school personnel to synchronize campus goals and programmatic planning;
- bi-weekly meetings between community agencies involved in program delivery and instructional teams, as a way to measure success and maximize resources of partners;
- monthly parent newsletters to inform parents about student work in afterschool hours and communicate parent/family opportunities within the community;
- ongoing resource development meetings and presentations to social service agencies, public housing communities and neighborhood youth service centers to identify new partnership opportunities that can support student participation and success.
- Participation in PTA and other campus/community events to inform parents of program opportunitites
- At all campus open houses, information about the program will be dissimenated
- Each campus participating in the program would have a dedicated section on the campus's website for the program (the site will be updated regularly to reflect current program information and upcoming events)
- Information about the program will also be placed on the district's innovation website

All communications materials are disseminated in both English and Spanish. Materials can be translated into additional languages as necessary. Communications materials include parent handbooks, posters, flyers, enrollment forms, newsletters and more.

Programs will be listed on Dallas Afterschool's program map, an interactive searchable map, that provides parent/guardians in Dallas County with information on where childcare and after-school programs can be accessed. Additionally, Big Thought will list the Cycle 10 programs on its organizational website, and on the Dallas City of Learning website. Dallas City of Learning website is a resource to parent/guardians and students in Dalals County and provides a listing of free and low cost activities that can be accessed during both school year and summer months.

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

County-district number or vendor ID: **057907**	Amendment # (for amendments only): N/A

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.**

The sites included in this application are a blend of neighborhood schools with students that walk and students that receive transportation. Duncanvilel ISD runs its own transportation system and the budget has been developed to supplement existing transporation schedules with additional bus runs at the end of daily after-school program activities, so that those student will have equal access and opportunity to participate in Cycle 10 programming. Also, for students that do not qualify for transportation during the regular school day, if needed, transportation will be provided to get them home so they will not be walking in the dark.

Enrollment forms clearly identify whether students will use bus transportation or be picked-up by parents, or other identified and allowable adults. At neighborhood schools, it is permissible for students to walk home with parent permission (students in grades 3+ only); however, if the program ends at a time that it is dark outside, students would receive transportation instead of walking home.

Each center will develop a student transfer plan outlining how students are transitioned from in-school personnel to after-school staff. Program staff will maintain a current roster of student participants, which is used to sign-in students. Attendance will be taken at the start of every new activity rotation. At the end of each day, children will only be released to adults previously authorized by the parents during the enrollment process. Program staff will check picture identifications to ensure proper authorization for release and the authorized adult will be required to sign the child out. Students walking home are required to have signed permission on file from parents allowing this.

The Site Coordinator and Campus Liasion will remain at campus until the last child is picked up.

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

County-district number or vendor ID: **057907**	Amendment # (for amendments only): N/A

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.**

In Duncanville ISD's (DISD) 21st CCLC programming, volunteers will be engaged strategically to serve as coaches, assisting students to practice life skills such as communication, collaboration and problem solving, co-direct career explorations and help connect the relevancy of college and career possibilities. A volunteer job description will be developed and used to recruit interested and qualified volunteers.

DISD requires volunteers to submit a volunteer application online. DISD runs background checks on all volunteer applicants and notifies them once they are cleared to be on campuses. Volunteers will be placed at a campus and monitored by the OST staff. All volunteers will attend an orientation session that includes expectations and scope of work, school culture and working in partnership with school/parents/afterschool. Training opportunities will be held throughout the school year covering various relevant topics.

Volunteers will be recruited from interested corporations, senior groups, and retired employee groups. BT participates in the Dallas County Community College District's service learning program, which serves as network for recruiting students from nearby community college campuses. DISD and BT both have a network of corporate partners that regularly provide volunteer support in programs. Corporate volunteers bring both a volunteer capacity, but also provide avenues for career exploration.

The Family Engagement Specialist will develop systems for parent volunteers to support both before and after-school program activities. When possible, volunteers that work through the before/after and summer school programs will be encouraged to continue their work with the campus during regular school hours to build community partnerships.

Feedback will be solicited from all volunteers through a survey which will evaluate communication, training, onboarding and utilization of volunteers. As part of the continuous improvement process, both DISD and BT will make changes as needed to the onboard process for volunteers to ensure the program is building lasting partnership with volunteers.

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

County-district number or vendor ID: **057907**	Amendment # (for amendments only): N/A

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.**

Duncanville ISD selected Big Thought as its 21st Century Community Learning Center partner based on its 20-year history of community resource coordination. Through its system management, Big Thought has built a network of over 500 diverse public and private partners located throughout the Dallas and Tarrant County areas, including government agencies, community-based organizations, institutions of higher learning, corporations, foundations, individuals and private donors.

Each campus in Cycle 10 will operate within a robust community neighborhood (and civic) environment. Closing "achievement gaps" is possible when the community considers ways to actively engage in widening possibilities for advancing excellence in public education. Combined with Big Thought's and Duncanville ISD's commitment to continuation of these programs after grant funding ends, the community agencies and individuals connected to each center will also invest in the design, implementation, and sustainability of the program.

Although the capital outlay for developing a sustainable program is significant in the early stages of the program, ongoing costs to sustain the program will diminish but never disappear. Duncanville ISD's and Big Thought's commitment to raising funds for Cycle 10 campuses past the grant period include support of infrastructure, professional development, curriculum, and other key programmatic areas.

Sustainability strategies incorporated into the planning for Cycle 10 in Duncanville ISD include:

- Leveraging and re-focusing future public/private funding secured by Big Thought;
- Moving OST positions funded by the grant and initially placed at Big Thought to Duncanville ISD over time to grow the district's capacity to support OST programming;
- Engaging neighborhood resources to meet current and future needs;
- Coordinating and redirecting existing community programs to meet afterschool and summer school needs in the areas of academic achievement and college/career readiness;
- Identifying and leveraging Duncanville ISD resources, and
- Duncanville ISD will continue to invest its existing resources, including Title I and general operations funds, the use of its staff and facilities, bus transportation, technology, academic support activities and family education/engagement.

An advisory group will engage with both internal and external stakeholders to develop annual goals for working towards sustainability of programs/opportunitites, and implement strategies towards those goals. The partnership between Big Thought and Ducanville ISD will build an OST infrastructure for scaling High Quality OST programs. As stated previously, the district has made movements towards innovative programming which included OST. At the conclusion of year 5 of Cycle 10 (projected to be June 30, 2023), students and families will experience continued access to high quality afterschool and summer school programming which leads to successful learning and successful lives. All members of the current School Board have expressed their support for OST programs and to finding ways to sustain the work after the grant ends (letter of Board support attached, one board member did not sign because she was out of town, but she does support the program). Since the program includes all nine elementary campuses, this is truly a districtwide program; therefore, conversations about funding and equity across the campus will be made easier. When the grant ends, the District and School Board would have a vested interest in seeing the programs continue since they would have become part of our regular elementary school programming.

The City is currently working towards making Duncanville, Texas a premier city where people want to move and raise their children. OST programming is a leveraging point for attracting families to move to the city. Throughout the grant, conversations between the city and the district will be pivitol in moving the work forward. The district plans to work with the libraries, recreation centers, and nearby museums to leverage resources to build positive high-quality programming for all kids. Big Thought and the District will collaborate with instituions that can also leverage their resources long term to sustain programs. For example, the partners plan to work with Girl Scouts of North Texas to embed GS programming into after-school model and develop parent volunteers who can champion the work beyond grant years.

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

County-district number or vendor ID: **057907** | Amendment # (for amendments only): N/A

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.**

Duncanville ISD and Big Thought will work collectively with community partners to access existing programs and resources dedicated to the education and health of children. As part of its role in the partnership, Big Thought connects and leverages these resources, and then fills gaps in order to ensure equity of access to programs and services, high quality programming and effective use of public and private resources.

Duncanville ISD will support the 21st Century program with a wealth of resources, including: academic assistance, family services, research-based interventions in early childhood, and district-based physical and mental health care resources. Duncanville ISD is also lending its operational infrastructure, including facilities, transportation, food and nutrition services, and information technology.

The City of Duncanville boasts libraries, parks and recreation centers, and cultural institutions which can enrich out-of-school time learning. These will be leveraged in support of the 21st Century Learning Centers. Current OST programs will be leveraged to provide enrichment opportunities and to provide programming on a larger scale both during the school year and in the summer. These programs will be part of the sustainability model when the grant ends. Building these partnerships now and leveraging current resources provides all parties the opportunity to learn, grow, and leverage more resources in the future.

Local community based organizations will be invited by Duncanville ISD and Big Thought to collaborate to provide instruction, support and leadership to 21st Century Community Learning Centers. The partners will coordinate existing resources while working to generate new public and private resources in order to expand and improve out-of-school time learning opportunities for children. Through its management of the Learning Partners, Thriving Minds and Dallas City of Learning initiatives, Big Thought has connected and leveraged the collective power of hundreds of community partners and has filled opportunity and resource gaps in order to ensure equity of access to programs and services, high quality programming, and effective use of public and private resources.

The few existing programs and services (funded through Title I and General Operating Funds) will be supplemented by allowing students to enroll in the comprehensive Cycle 10 programs. For student currently only receiving tutoring or other academic supports after school, they will now be able to also participate in enrichment programs. Students currently attending extracurricular activites, such as a robotics club, will now have access to ongoing academic supports, such as homework assistance. In both instances, students will now receive nutrition supports via an afternoon snack, will have the opportunity to build positive relationships with adult advocates and peers, explore additional and new learning activities, and their parent/guardians will have access to family education services.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **057907** | Amendment # (for amendments only): N/A

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):	
Charles Acton Elementary School **7095 W. Wheatland Rd.** **Dallas, TX 75249**		☒ 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:	**57907107**			
Cost per student	**$920.20**			

"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	Not Applicable		
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):	
Gus Alexander Jr. Elementary School **510 Softwood Dr.** **Duncanville, Texas 75137**		☒ 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:	**57907105**			
Cost per student	**$1,000.00**			

"Regular" student target (to be served 45 days or more annually):	55	Parent/legal guardian target (in proportion with student target):	25

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Not Applicable		
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):	
James R. Bilhartz Jr. Elementary School **6700 Wandt** **Dallas, Texas 75236**		☒ 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:	**57907112**			
Cost per student	**$923.53**			

"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	35

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Not Applicable		
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: **057907** | Amendment # (for amendments only): N/A

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):	
Central Elementary School 302 E. Freeman St. Duncanville, Texas 75116		☒ 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:	57907101			
Cost per student	$923.53			

"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	Not Applicable		
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):	
Fairmeadows Elementary School 101 E. Fairmeadows Dr. Duncanville, Texas 75116		☒ 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:	57907102			
Cost per student	$1,000.00			

"Regular" student target (to be served 45 days or more annually):	55	Parent/legal guardian target (in proportion with student target):	25

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Not Applicable		
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):	
William Lee Hastings Elementary School 602 W. Center St. Duncanville, Texas 75116		☒ 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:	57907104			
Cost per student	$923.53			

"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	35

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Not Applicable		
9-digit campus ID number			
Estimated transportation time			

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

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County-district number or vendor ID: **057907** | Amendment # (for amendments only): N/A

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):	
CJ & Anne Hyman Elementary School **8441 Fox Creek Trail** **Dallas, Texas 75249**	☒ 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:	**57907111**		
Cost per student	**$1,000.00**		

"Regular" student target (to be served 45 days or more annually):	55	Parent/legal guardian target (in proportion with student target):	25

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Not Applicable		
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):	
Merrifield Elementary School **102 E. Vinyard St.** **Duncanville, Texas 75137**	☒ 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:	**57907103**		
Cost per student	**$923.53**		

"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	Not Applicable		
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):	
Clint Q. Smith Elementary School **1010 Big Stone Gap** **Duncanville, Texas 75137**	☒ 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:	**57907106**		
Cost per student	**$1,000.00**		

"Regular" student target (to be served 45 days or more annually):	55	Parent/legal guardian target (in proportion with student target):	25

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Not Applicable		
9-digit campus ID number			
Estimated transportation time			

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

County-district number or vendor ID: **057907** | Amendment # (for amendments only): N/A

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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):	
	J. Herman Reed Middle School 530 E. Freeman Street Duncanville, Texas 75116		☒ 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:	057907041			
	Cost per student	$851.22			
	"Regular" student target (to be served 45 days or more annually):	65	Parent/legal guardian target (in proportion with student target):	35	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name:	Not Applicable			
	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: **057907**	Amendment # (for amendments only): NA

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

The management and center operations plan for Cycle 10 programs will be coordinated between Duncanville ISD (District) and Big Thought (BT), drawing on the strengths, infrastructure and resources of each partner, and with the long-term goal of cultivating a robust OST infrastructure within the District for sustainability of Cycle 10 programming and development of additional OST programs. The budget plan is also developed collaboratively to ensure alignment between operations and resources. The Project Director (PD) position will be fully embedded into the District's Innovation Department. The PD will guide all grant implementation, liaison with District and campus leadership, ensure grant compliance, and success of defined Cycle 10 goals. The Family Engagement Specialist (FES) and Site Coordinators (SC) will be provided by BT, building on the organization's expertise in operating 21st Century programs through Cycle 5, 6 & 7 grant programs. The SC will each work from their respective school, reporting directly to a BT program manager, but with a dotted line to the PD. This will ensure the highest level of integration between partner agencies and allow SC to embed into their center's culture and leadership structure. A structure of regularly scheduled project team meetings will be led by the PD and include all full-time project staff. These meetings will be structured like a professional learning community and will allow for dissemination of key grant information and implementation, and will allow site-based staff the opportunity to share and learn from each other.

Additional management and operational strategies will be implemented to ensure adherence to grant requirements and that high-quality programming is being provided to all participants, including:

- The PD will lead a mini-retreat for all full-time project staff and support staff, to review the grant application, requirements, timelines, and to disseminate all available grant resources and tools, such as MyTexasACE.org, the ACE Blueprint and the Budgeting Costs Guidance Handbook.
- The PD and FES will attend regional trainings and grant webinars and will share the contents of those sessions back to the SC through a blend of digital and in-person communication strategies, such as internal project newsletters or lunch and learn events.
- District will implement policies and procedures to ensure the safety of all Cycle 10 participants. District and BT will develop a joint Student/Parent Handbook. BT will consult with District annually to review and align their standard operating procedures for out-of-school time programming.
- BT's Research, Evaluation and Design Department will provide supports related to the quality of teaching and learning. The team oversees program design and curriculum development, provides ongoing instructional coaching and professional development, and coordinates a system of assessments to measure the quality of program and instructional delivery. BT utilizes the Six Dimensions of Quality Teaching and Learning rubric, which was developed by BT along with WolfBrown, and is based on research-based best practices for classroom instruction.
- All Cycle 10 sites will participate in local after-school intermediaryDallas Afterschool's Program Quality Initiative (PQI) which helps afterschool sites achieve national quality standards. PQI uses the AQuA (Afterschool Quality Advancement) tool, which contains research-based best practices for operating a high quality afterschool program.
- District and BT will collaborate on the creation of a dashboard of Key Performance Indicators, which will be updated on a regular basis and will provide leadership at all levels insights on the quality of programming and allow for intervention and course correction if necessary.

Cycle 10 programs will be made available school wide; however, SC will work closely with school leadership, teachers and parents to recruit/refer those students with the greatest need as defined by Texas Education Code §29.081. An intensive recruiting plan will utilize a blend of group information sessions and individual parent/guardian meetings. Bilingual (English and Spanish) recruitment collateral, will be widely distributed across centers. District and BT staff will build an academically and socially integrated work plan to address and influence retention. The schedule and model for programming was collaboratively developed by District and BT in consultation with the school leadership at each center to meet and exceed minimum requirements for staffing and operations. The program will operate up to 38 total weeks. Fall and spring terms will offer daily before and after school sessions. Before school sessions will be 45-minutes long and focus on homework assistance and literacy-based activities such as book clubs. After school sessions will be two hours and 15-minutes long and will focus on academic assistance and enrichment programming. Summer programs will offer four-hours per day of both academic and enrichment instruction. All sessions will integrate social and emotional learning best practices and activities.

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

County-district number or vendor ID: **057907**	Amendment # (for amendments only): NA

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.**

Duncanville ISD (District) and Big Thought (BT) personnel will conduct a rigorous regimen of ongoing internal and external monitoring, evaluation and assessment of all 21st Century activities and systems to facilitate continual program improvement and long-term program success. The District will engage an external independent evaluator, per grant requirements, who will further inform evaluation plans, conduct formal evaluation efforts, and provide objective validation, or suggest course correction, of internal assessment efforts. The external evaluator will facilitate District and BT with finalizing a Cycle 10 Theory of Action and accompanying Logic model, which will then extend to the completion of individual center-based logic plans.

A preliminary set of Key Performance Indicators (KPI) and related measurement tracking tools have been defined that will enable assessment and evaluation work. KPI will include metrics related to: 1) students' involvement in school and after school; 2) students' academic performance, and skills/knowledge acquisition; 3) student promotion rates; 4) students' social emotional health; 5) quality of after school experiences; 6) quality of after school staff; 7) students' class participation; 8) student's behavior/social interaction; 9) students' focus/homework completion; 10) student-family learning and parent involvement; 11) quality staff placement; and 12) fidelity of implementation of activities and experiences.

Measurement tracking tools include, but are not limited to, administration of surveys to caregivers, students, teachers and school administrators to solicit feedback for program improvement; regular informal and formal program observations; TX21st data collection; social-emotional learning assessments and program/instruction quality observations. Cycle 10 staff will facilitate the data collection process. Site Coordinators (SC) will collect student enrollment, attendance, and actively manage data daily, which will be reviewed by the Project Director (PD) weekly/monthly in accordance with attendance targets and the activity outcomes determined by the needs assessment. The Family Engagement Specialist (FES) will also collect, review, and approve data on parental engagement on a weekly basis. The external evaluator will review data collection efforts periodically to ensure fidelity and will complete an annual evaluation per TEA grant requirements.

All data will be compiled and compared to stated programmatic targets for the sites and, in aggregate, for the broader Cycle 10 goals. Data will feed into periodic dashboard reports, which will be reviewed by District and BT after-school staff, leadership teams, and advisory groups, for the purpose of identifying and communicating progress to goal as well as any necessary course corrections to instructional staff, school leadership, parents, and other community partners. The grant goals and objectives will be incorporated into the District and BT performance management system that will monitor progress against KPI. The system includes a collaborative goal-setting process, regular formal check-ins on performance against goals, broad transparency of results and accountability for performance.

As part of the assessment plan, BT will track instructor performance against its Six Dimensions of Quality rubric to ensure that teaching and learning align with best practices and stated activity outcomes. District will also monitor participants' school progress through metrics that include grades and standardized test results, in-school attendance, promotion and graduation rates, number of behavioral referrals, pre- and post-test assessments for tutorials, class participation, and behavior. This information will be tracked on a grading period basis to identify trends and areas of improvement over the course of the school year. In addition, students' social-emotional competencies will be assessed through a standardized, norm-referenced behavior rating scale. This assessment will follow age-appropriate gathering methods and will occur periodically through the year and as new students arrive. Assessment data will be aggregated for campus snapshots. District and BT will identify strengths and areas for improvement, and design corrective measures. These measures could include scheduling more or less tutoring and/or more or less enrichment time, a change in community resources, targeted professional development, and staff changes.

All assessment and evaluation efforts will be enabled by completion between District and BT of all necessary FERPA compliant data-sharing agreements, and mutual implementation of a standard set of data-collection and reporting protocols designed to ensure data integrity.

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Schedule #18—Equitable Access and Participation

County-district number or vendor ID: **057907** | Amendment # (for amendments only): NA

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: **057907** | Amendment # (for amendments only): NA

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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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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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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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: **057907** | Amendment # (for amendments only): NA

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	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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Schedule #19—Private Nonprofit School Participation	
County-district number or vendor ID: **057907**	Amendment # (for amendments only): NA

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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