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. RECEIVED TEXAS EDUCATION AGENCY
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #
Fort Bend Independent School District	079-907	-

Vendor ID #	ESC Region #	DUNS #
1746025253	4	073905135

Mailing address	City	State	ZIP Code
16431 Lexington Blvd.	Sugar Land	TX	77479

Primary Contact

First name	M.I.	Last name	Title
Kelly	-	Keegan	Interim Director

Telephone #	Email address	FAX #
281-634-4221	Kelly.Keegan@fortbendisd.com	-

Secondary Contact

First name	M.I.	Last name	Title
Amanda	-	Salazar Flores	Grants Coordinator

Telephone #	Email address	FAX #
281-634-6507	Amanda.SalazarFlores@fortbendisd.com	-

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
Charles	-	Dupre	Superintendent

Telephone #	Email address	FAX #
281-634-1007	Charles.Dupre@fortbendisd.com	281-327-1007

Signature (blue ink preferred) Date signed

5-1-18

Only the legally responsible party may sign this application.

701-18-111-092

Schedule #1—General Information	
County-district number or vendor ID: 079-907	Amendment # (for amendments only): -
Part 3: Schedules Required for New or Amended Applications	

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

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

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

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

Part 1: Required Attachments

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

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) **prior to TEA 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: 079-907	Amendment # (for amendments only): -

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

Part 3: Program-Specific Provisions and Assurances

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 079-907	Amendment # (for amendments only): -
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule. • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	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: 079-907 | Amendment # (for amendments only): -

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	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 #4—Request for Amendment	
County-district number or vendor ID: 079-907	Amendment # (for amendments only): -
Part 1: Submitting an Amendment	

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 079-907 | Amendment # (for amendments only): -

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

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

Fort Bend ISD is one of the most culturally, linguistically, and socio-economically diverse districts in the State of Texas. Fort Bend ISD currently serves over 75,000 students through 79 campuses: 11 high schools, 15 middle schools, 50 elementary campuses and 3 unique secondary campuses to address the academic and vocational interests of students. The District has 23 Title I campuses with 19 of these at the elementary level and 14 of these campus include a Spanish bilingual program.

In America today, 11.3 million children are alone and unsupervised after school. After-school programs keep kids safe, help working families and inspire learning. They provide opportunities to help young people develop into successful adults. While 48 elementary campuses have designated space specific to provide students after-school program services, not all families can afford the fee-based program, even with financial assistance. Fort Bend ISD would like to leverage grant funds offered through the 21st Century Texas ACE program Cycle 10 to enhance its current after-school programming, specifically with academic enrichment and a robust family engagement strategy, to increase the number of students and families served, and create equitable access to one of the District's high-needs and at-risk feeder patterns, 67% and 62% respectively, and individual campus statistics are evening higher.

Three campus sites were chosen through a rigorous needs assessment including a thorough data analysis, engagement with school and district stakeholders, and collaboration with the community. Th needs assessment also included current partner participation, reviewing parent feedback, and a review of the relevant data such as 2016 Texas census data. 2016-17 Texas Academic Performance Reports were used to determine attendance and performance trends per individual campuses, as well as identify statistics of economically disadvantaged student populations and at-risk percentages. Discipline and behavioral trends were assessed by using current and historical PEIMS reports. In reviewing multiple measures, the target student population at these 3 campuses have attendance below the district average, behavior infractions above district average, students in grades 3-5 with the lowest reported scale scores on the STAAR Math and STAAR Reading, and students identified as special needs that are the most vulnerable.

The program would increase accessibility to students at these campuses as well as our families who are not being reached through our current financial aid opportunities. This tuition-free program will complement and enhance after school opportunities and provide support in developing improved recruitment of our currently underrepresented population. After completing a needs assessment of the current Extended Learning program and determined the need for family services support, the District feels confident that the ACE program will provide the additional leverage needed to target our underserved populations.

The primary goals of the enhanced after-school program are to improve and enhance participating students and their families engagement in learning. As a result of participation in the program, students' academic performance and student progress will increase, behavior will improve, family engagement will significantly increase, and students will be inspired to explore college and career pathways. To achieve these goals, the enhanced after-school program will offer intentional programming and activities to students and families. Services will be provided to a minimum 60 targeted students and families from the final dismissal bell to 6:30pm at each center, with 45 minutes of programming each hour and 15 minutes of transition time each hour for 29 weeks during the school year. The 6-week summer program will provide services to students and working families for 6 hours a day, 5 days a week, with an educational field trip each week at each center. Additionally, services for adult family members will be provided to promote school engagement and provide educational services. Alll program activities will be with a student-teacher ratio 15:1 or fewer and will include but are not limited to: homework assistance and Title 1 tutoring with a District certified teacher; large group arts and crafts, health and fitness activities with staff members or partners; TEKS aligned thematic learning activities and projects; anti-bullying, character education, and behavior strategy work; college readiness and career explorations with our current partners; and provide parents with ESL, literacy, and parenting classes to meet working families' needs.

To ensure consistent, high-quality implementation, the proposed enhanced after-school program will be managed by a Project Director in coordination and collaboration of the Extended Learning Director. Program leadership will deploy several milestones through the grant cycle to ensure we are best meeting the needs of the students and families served through the ACE program. The District will employ an outside independent program evaluator to conduct a formal evaluation to ensure grant funds are maximized and ACE objectives are being met.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	
Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$188,190	$0	$188,190
Schedule #8	Professional and Contracted Services (6200)	6200	$33,300	$9,000	$42,300
Schedule #9	Supplies and Materials (6300)	6300	$94,489	$0	$94,489
Schedule #10	Other Operating Costs (6400)	6400	$24,100	$0	$24,100
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes ☒ No	
	Total direct costs:		$340,079	$9,000	$349,079
	1.714% indirect costs (see note):		N/A	$5,828	$5,828
	Grand total of budgeted costs (add all entries in each column):		**$340,079**	**$14,828**	**$354,907**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0	$0	$0

Administrative Cost Calculation

Enter the total grant amount requested:	$354,907
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:	$17,745

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: 079-907 | Amendment # (for amendments only): -

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher (**Hired by school district**)			$
2	Educational aide (**Hired by school district**)			$
3	Tutor (**Hired by school district**)			$
Program Management and Administration				
4	Project director (required)	1		$50,000
5	Site coordinator (required) (**Hired by school district**)			$
6	Family engagement specialist (required)	1		$40,000
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	Additional center group leaders	6		$51,780
20	-			$
21	-			$
22			Subtotal employee costs:	$141,780
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			$
24	6119 Professional staff extra-duty pay			$21,520
25	6121 Support staff extra-duty pay			$
26	6140 Employee benefits			$24,890
27			Subtotal substitute, extra-duty, benefits costs	$46,410
28			**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$188,190**

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: 079-907 | Amendment # (for amendments only): -

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

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose: N/A	$
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	Science Enrichment – contract with local community partner to implement, supplement, and support science academic enrichment activities at each center	$6,500
2	College and Career Exploration – contract with local community partner to implement, supplement, and support college and career exploration activities at each center	$6,800
3	Music Enrichment – contract with local community partner to implement, supplement, and support music enrichment activities at each center	$9,500
4	Art Enrichment – contract with local community partner to implement, supplement, and support art enrichment activities at each center	$7,000
5	Family Engagement – contract with local community provider to implement, supplement, and support family engagement activities at each center	$2,500
6	Local independent program evaluator – contract with program evaluation provider	$9,000
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$41,300
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$1,000
	(Sum of lines a, b, and c) Grand total	**$42,300**

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

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-9

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 079-907		Amendment number (for amendments only): -
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$94,489
	Grand total:	**$94,489**

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: 079-907		Amendment number (for amendments only): -
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$9,100
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	$9,100
	Remaining 6400—Other operating costs that do not require specific approval:	$15,000
	Grand total:	**$24,100**

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: 079-907 | Amendment number (for amendments only): -

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

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

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Schedule #14—Management Plan

County-district number or vendor ID: 079-907 | Amendment # (for amendments only): -

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Qualified candidate will provide oversight of grant program and manage all 3 sites to include staffing, budgeting, data collection, marketing, recruitment, and family engagement activities. Relevant experience is required, a 4-year degree is preferred.
2.	Site Coordinator(s)	Each site coordinator will execute after-school program at each center, including the management of center staff and implementation of activities. Responsible for collection of center data for reporting and evaluation, as well as be first point of contact for parents and staff. Relevant experience is required.
3.	Family Engagement Specialist	Qualified candidate will develop, market, and lead execution of family engagement activities at each center. Assess family needs and participation barriers, and act as communication liaison for families. Direct experience is required, a 4-year degree is 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.	Create equitable access to high-quality after-school program to meet the needs of eco-disadvantaged & at-risk students and families	1.	Hire quality staff for new positions	08/01/2018	09/01/2018
		2.	Develop marketing plan to create awareness of and increase participation in enhanced program	08/01/2018	09/01/2018
		3.	Recruit certified teachers to lead homework assistance component	08/01/2018	Ongoing
		4.	Engage and contract vendors to supplement enrichment activities	08/01/2018	09/15/2018
		5.	Observe and evaluate program satisfaction of all stakeholders	10/01/2018	Ongoing
2.	Increase enrollment and participation of students targeted	1.	Begin to market enhanced program	09/01/2018	Ongoing
		2.	Identify & recruit students in high need and at-risk	09/01/2018	Ongoing
		3.	Provide enhanced enrichment activities to address academic need & social-emotional learning	09/01/2018	07/27/2019
		4.	Observe engagement and participation of student participants	09/15/2018	Ongoing
		5.	Collect & analyze enrollment data periodically	12/01/2018	07/31/2019
3.	Improve student progress and address achievement gap	1.	Collaborate with campus to assess academic needs	08/15/2018	05/31/2019
		2.	Develop & implement enhanced homework assistance & academic enrichment components	08/15/2018	05/31/2019
		3.	Tailor assistance to students' needs	09/15/2018	05/31/2019
		4.	Monitor student progress per semester	10/15/2018	05/31/2019
		5.	Evaluate student benchmark data when available	11/15/2018	05/31/2019
4.	Increase family engagement & participation by serving 50% of parents in Year 1	1.	Develop & implement strategy to engage families	08/15/2018	Ongoing
		2.	Assess needs of parents & working families	09/01/2018	Ongoing
		3.	Develop & implement family engagement plan	09/15/2018	07/31/2019
		4.	Host family engagement events/activities	10/01/2018	07/31/2019
		5.	Evaluate families' satisfaction of outreach & events	10/01/2018	07/31/2019
5.	Improve behavorial outcomes	1.	Increase variety of recreational activities	08/15/2018	07/31/2019
		2.	Provide character building enrichment activities	09/01/2018	07/31/2019
		3.	Provide behavior & social-emotional training to staff	08/15/2018	07/31/2019
		4.	Provide strategies to be used at home by families	10/01/2018	07/31/2019
		5.	Evaluate student behavorial outcomes periodically	01/15/2019	06/15/2019

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

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

Fort Bend ISD continuously fosters relationships with community stakeholders and resources. The District partners with multiple community resources and businesses, including the YMCA and George Foundation, to provide services and opportunities to our students and families. Additionally, the majority of school campuses have their own PTO/PTA campaign to supplement campus budget short-falls for extracurricular activities for students and families. Furthermore, the Fort Bend ISD Extended Learning department is a district resource that offers a fee-based after-school program at all elementary campuses.

Fort Bend ISD, along with other district stakeholders, conducted a needs assessment and evaluation to identify high-need communities and determine access of community resources and availability. The needs assessment comprised of data from Title 1 reports, 2016-17 Texas Academic Performance Reports, 2016 Texas census data, as well as, enrollment and participation data of after-school program currently offered, and community feedback. The information was somewhat misleading and overwhelming. At the District-level, about 11% of the 5-17 age group is in poverty. Due to the diverse composition and vast population served by the District, this information can be misleading when identifying high-need and at-risk populations. The overwhelming information is revealed when individual campus demographic information is reviewed.

Once all revelant information was gathered and reviewed, it was determined that certain feeder patterns of the District are high-need academically, and densely populated with economically disadvantaged families and at-risk students. The District selected three elementary campuses of the Marshall High School feeder pattern to participate in an enhanced after-school program. At Marshall High School 65% of students identify as economically disadvantaged and 62% of students are considered at-risk, per the 2016-17 TAPR. Even more so, each elementary campus that was selected has its own staggering percentages. Armstrong Elementary has 85% of students that identify as economically disadvantaged and 62% of students that are considered at-risk. E.A. Jones Elementary has 84% of students that identify as economically disadvantaged and 67% of students are considered at-risk. Hunters Glen Elementary has 79% of students that identify as economically disadvantaged and 33% of students are considered at-risk. These campuses were selected not only due to their overwhelming statistics, but because community feedback indicates that despite Fort Bend ISD offering an after-school program, the fee-based program is not feasible due to financial hardship.

In addition to financial hardship, the three selected campuses demonstrate high needs of support in student progress and academic achievement, parent literacy and resources, and family engagement activites with working families taken into considersation. The proposed program will add a robust homework assistance component to the current after-school program that will be lead by certified teachers, as well as supplement academic enrichment activities aligned with TEKS through contracted vendors and community partners. These efforts will be developed through a newly appointed Project Director, along with current after-school staff. Additionally, a family engagement specialist will be appointed to strengthen the parent/student compacts currently in place, as well as incorporate more engaging family activities and events for students and parents to participate. The proposed program is an enhancement of current programming and will better meet the needs of the community.

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

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

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

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

Fort Bend ISD is proposing an enhanced after-school program that will supplement and complement current offerings at the selected campuses. Though the District is not submitting this application with any planned partnerships such as other local education agencies or faith-based community partners, Fort Bend ISD will collaborate with local businesses and vendors to supplement academic and recreational enrichment activities, and family engagement events. Such collaborations include Nutty Scientist to provide science enrichment activities, and Little Birdies to provide recreational and character-builiding activities.

Additionally, the District will use current staff and resources to lead homework assistance and to facilitate research-based enrichment programs such as SPARK to promote lifelong wellness and positive behavioral changes through physical activity. The District will also collaborate with local businesses and community orgainzations to complement the family engagement strategic plan that will be coordinated through the Family Engagement Specialist. Through the planned collaborations the District will continue to cultivate relationships with community organizations and stakeholders to provide services and meet the needs of its diverse communities. Continued collaborations and partnerships with community orgainzations will increase sustainabililty efforts once the grant period is complete. While also incorporating current resources, such as certified teachers to lead homework assistance, will provide continuity for the student and help to bridge the gap of academic success.

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

County-district number or vendor ID: 079-907 | Amendment # (for amendments only): -

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

Proposed Program Addresses Identified Needs	Expected Outcome
Financial hardship / lack of affordability for current after-school programs in the community	Create equitable access to high-quality after-school program that complements current after-school programming offered at each campus
Increase number of students served	Increased enrollment will allow staff to positively engage and impact more students which will translate into increased academic performance and attendance, decrease discipline referrals, promote postsecondary readiness and career awareness.
Student progress and achievement gap	Homework assistance lead by District certified teachers will provide continuity for students and help bridge the achievement gap. Academic enrichment activities will be incorporated to complement homework assistance and to further promote student progress.
Increased family engagement	Family engagement activities and events will further strengthen the campus parent/student compacts and provide resources for parents and working families to supplement academic assistance for students at home, mitigate student behavioral issues, and support academic and/or financial literacy to families.
Improve behavior and social-emotional learning skills	By providing enriched recreational activities that support character-building and social-emotional learning skills, this will improve the number of behavior and dispcline referrals, as well as increase student engagement and student performance.
Postsecondary readiness and career awareness	By providing college readiness and career awareness activities that actively engage students to consider career pathways and prerequistes, students and families will be better equipped and inspired to take on the future. Awareness will promote attendance and performance, as well as advancement and career competenices.

The program and activities offered will be intentionally designed for the target population. The campus administration and after-school staff will work collaboratively to implement activities that align with the school day curriculum and directly support the needs of the students enrolled in the program. Academic enrichment activities will align with TEKS and grade-level appropriateness, while also providing positive social, cultural, and recreational opportunities that will expand students understanding of community involvement and connect learning to real life experiences. The additional compenents of homework assistance and family engagement will improve the current after-school programming, while the additional engagement of students and families will foster continuity from the school day to home life outside of school.

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

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

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

Academic performance and student achievement will be complemented and enhanced through continuity of the school day and homework assistance for a minimum of 45 minutes each day with District certified teachers. Additionally, the program will provide academic enrichment activities for a minimum of 45 minutes everyday that provide curriculum aligned with TEKS – activities will include science enrichment, literacy enrichment, mathematics enrichment, and writing and poetry enrichment.

Positive youth development will be complemented and enhanced through recreational enrichment activities facilitated by group leaders using the SPARK research-based curriculum that promotes lifelong wellness and awareness as well as positive behavioral change and self-confidence through physical activity and recreational sports. On alternate days, recreational enrichment activities will be provided by community partners that specialize in specific areas, such as character-building and social-emotional learning skills. Positive engagement and activity will promote behavioral change and mitigate disciplinary issues during and after the school day.

According to research, college readiness and career exploration enrichment activities during primary grades promote awareness of postsecondary pathways and equip students with the confidence to explore their interests at an early age. Such activities will be provided to students through the enhanced after-school program, as well as cultural enrichment activities including music and art. These activities will rotate every other day as part of the after-school enhanced programming.

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

County-district number or vendor ID: 079-907 | Amendment # (for amendments only): -

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

Currently, Fort Bend ISD offers a fee-based after-school program to all elementary campuses. The proposed program would complement, enhance, and expand the scope of work and services that are provided to students and families. The proposed program is designed to improve academic performance and student achievement, improve behavorial outcomes, increase outreach and number of students at-risk and families whose needs are not met by current resources, promote family engagement, and create awareness and curiousity for postsecondary readiness and career exploration.

Increased academic performance and student achievement will be enhanced through homework assistance for a minimum of 45 minutes each day with District certified teachers. Additionally, the program will provide academic enrichment activities for a minimum of 45 minutes everyday that provide curriculum aligned with TEKS – activities will include science enrichment, literacy enrichment, mathematics enrichment, and writing and poetry enrichment. Student progress and benchmarking data will be assessed throughout the program period to maintain high effectiveness and relevant programming.

Increase of high quality recreational enrichment activities offered will promote positive behavior and student engagement. Recreational activities will be facilitated by group leaders using the SPARK research-based curriculum that promotes lifelong wellness and awareness as well as positive behavioral change and self-confidence through physical activity and recreational sports. On alternate days, recreational enrichment activities will be provided by community partners that specialize in specific areas, such as character-building and social-emotional learning skills. Positive engagement and activity will promote behavioral change and mitigate disciplinary issues during and after the school day.

College readiness and career exploration enrichment activities will be provided to promote awareness of postsecondary pathways and equip students with the confidence to explore their interests at an early age. Such activities will be provided to students through the enhanced after-school program, as well as cultural enrichment activities including music and art. These activities will rotate every other day as part of the after-school enhanced programming.

Below is sample schedule:

Time Block	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4:15pm	Homework assistance with certified teacher	Homework assistance with certified teacher	Homework assistance with certified teacher	Homework assistance with certified teacher	Character-building enrichment
4:30 – 5:15pm	Academic enrichment - literacy	Academic enrichment - mathematics	Academic enrichment - literacy	Academic enrichment - science	Cultural enrichment – music or art
5:30 – 6:15pm	Recreational enrichment with SPARK	Recreational enrichment with SPARK	Recreational enrichment with SPARK	Recreational enrichment with SPARK	College readiness & Career exploration enrichment

*All programming is subject to change and modification depending on the needs of the students.

Family engagement is also a key component to the overall success of the student. Family engagement activities will be hosted for families at least four times a year. Activities will be based on assessed family needs, such as parent literacy or financial literacy, behavioral strategies, and strategies to assist students academically. An outreach strategy will be developed to promote the enhanced after-school program along with family engagement activities.

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

County-district number or vendor ID: 079-907 | Amendment # (for amendments only): -

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

Regular purposeful communication to any party involved, interested or impacted by our program is an integral part of the success of the after-school program. The enhanced program will be promoted to students, parents and the community via social media outlets (Facebook and Twitter). The social media pages will be updated at least three times (Mondays, Wednesdays and Fridays) per week. The Facebook page will serve as an interactive forum through which parents, students and 21st CCLC staff can interact. The page will be moderated to ensure that all posted messages and content are appropriate, non-derogatory and appropriate for readers of all ages.

Once awarded the 21st CCLC Cycle 10 grant, Fort Bend ISD will announce the award through the local newspaper and a news segment on our local TV stations. All communications and branding will include the Texas ACE Brand, center locations and contact information.

Each of the centers named in this proposal will have a staff committed to the success of the program. There will be a maintained webpage for the 21st CCLC Cycle 10 program that will include information on the program, the District's mission, registration information, site contact information, days and times of operation, and description of services provided.

In addition, each center will have a Site Coordinator who will oversee management of site activities and promote the program to families via back-to-back school orientations, Parent-teacher conferences, campus newsletters and flyers and other community forums. Parents will be regularly sent flyers in student take-home folders, and the school marquee.

To be inclusive off our demographic, all materials and communication will be disbursed in English and in Spanish and any other language as needed.

Throughout the school year, proposed centers will circulate information about the program to promote the 21st CCLC Cycle 10 brand to further advocate the impact of after-school programs thought the community. Each center will have a prominently displayed bulletin board on campus that shares program updates and highlights. In addition, an annual presentation will be made a District board meeting.

Proposed centers will regularly encourage the community to visit programs and identify possible opportunities to participate as instructors and or volunteers. Proposed centers will participate in the annual LIGHTS ON! After-school event to promote the program, which will be held October 25, 2018.

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

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

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

The proposed 21st CCLC Cycle 10 Centers are campus based and opened to students currently enrolled at the campus. During the school year, the transition from the school day to the 21st CCLC program will be seamless. Site Coordinators will establish and train staff on protocols that meet 21st CCLC Cycle 10 program safety guidelines, as well as follow district policies for dismissal.

Parents or guardians are required to sign each student in and out. At the end of the school day, students enrolled in the 21st CCLC Cycle 10 program will be dismissed to the program. Depending on the school's dismissal process, center staff will pick up the students from a designated area, or the campus staff will escort 21st CCLC Cycle 10 program students to the designated area.

The 21st CCLC Cycle 10 program staff will take attendance within 15 minutes of dismissal and provide a list of absences to the Site Coordinator for reconciliation. The Site Coordinator will follow protocol when following the Department of Extended Learning procedures for student attendance. During the school year, the parent or guardian will be responsible for picking up their child from the program. Parents will be required to pick up their child at the end of the program daily. Parents may assign another adult or a person at least 16 years of age to pick up their child. All unidentified persons are required to show a government or state issued ID prior to the center staff releasing the child.

Students who participate in summer programs will be served for 6 hours per day, 5 days per week for a six-week duration. The student will be picked up and dropped off by a parent or guardian at an assigned campus in close proximity to their school year campus.

Transportation is not identified as a severe need in the communities that will be served. If transportation does turn out to be a critical need as part of student enrollment and participation, then the District will provide accommodations.

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

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

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

As a safety precaution Fort Bend Independent School District has a strict policy in place for school volunteers. All volunteers are required to undergo a district background check before working directly with the students.

Volunteers can serve an important role in motivating students to reach their full potential. The enhanced after-school program will utilize volunteers to assist with a number of program elements, such as adult classes and family engagement activities. These activities include, but are not limited to financial literacy, computer literacy and fitness classes.

The Family Engagement Specialist will collaborate with other District staff to maximize volunteer recruitment efforts with organizations such as *Volunteer Houston* and *The Center Houston* that will provide a pool of candidates seeking the opportunities to engage with students. Additionally, the Family Engagement Specialist will be responsible for engaging local industry experts to serve as mentors and to share their career trajectories.

Additionally, the Family Engagement Specialist will encourage parents and community members to get involved and share their time, talents, and skills with our students by becoming a VIPS: Volunteers in Public Schools. There is a Volunteer Orientation that each VIPS applicant must complete. As part of the application process, each VIPS candidate must complete a Criminal History Application. Applicants completing a criminal history application will receive an email with the approved or not approved status within three to five business days after application submission. Once approved, volunteers will attend an orientation and assignment.

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

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

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

Fort Bend ISD's Extended Learning department operates a successful self-sustaining after-school program at several campuses throughout the District. At the end of the grant period, this department will essentially absorb the funding liabilities of the proposed program locations and continue to offer after-school services at each center through a fee-based program. Because financial hardship is a severe identified need of the feeder pattern selected, the District will continue to identify other funding opportunities to sustain the program with heavy consideration of affordability and equitable access for all students and families. The District will also continue to focus our efforts in building and nurturing relationships with community partners to continue to offer sustainable resources.

In year 1, the program will focus on building a high quality sustainable program that provides positive and measurable outcomes for students and families served. At the close of the year, the center staff in collaboration with the principals will complete a self-assessment to benchmark their progress and identify strength and weaknesses.

In year 2, each center will begin to prioritize activities and strategies that will lead to long term achievements that the campus wants to address in the center to ensure alignment with the campus needs.

In year 3, the Department of Extended Learning will continue to implement the plan to transition the program into a fee-based program utilizing child care subsidies as NCI to offset the cost for our families. The feeder pattern that includes the three selected centers includes 65% economically disadvantaged and 62% at-risk, while the individual center's statistics are closer to 80% economically disadvantaged and 60% at-risk. This information would be used to promote the NCI subsidy that is potentially available for the families with at-risk students in their household. Taking into consideration that an estimated 60% of the identified student population is at-risk, the subsidy will be substantial to continued outreach to those special populations.

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

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

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

Fort Bend ISD will be utilizing a variety of district resources and coordinating with community partners to offer services to participating students and their families. Each of the three selected campuses will utilize the Child Nutrition Department to provide well balanced healthy snacks to after-school participants. In addition to the academic enrichment activities for the eligible students, there will be enrichment activities and resources available at each campus for adults in the household of participating students. These activities and resources will be coordinated with and offered through our community partners with the goal to provide services that would normally be unavailable to families due to financial hardship, linguistic barriers, lack of child care, or various other issues that may have prevented accessibility. Parent classes will be offered in collaboration with the parent educator, a part-time position funded by Title I at each of these locations, as well as coordinated and lead by the Family Engagement Specialist.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 079-907 | Amendment # (for amendments only): -

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

Center 1

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Armstrong Elementary 3440 Independence Blvd. Missouri City, TX 77459	☒ 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: 079907144		
Cost per student $1,000.00		

"Regular" student target (to be served 45 days or more annually):	55 students 5 special needs	**Parent/legal guardian target (in proportion with student target):**	50% of parents

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Missouri City Middle School	Marshall High School	
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):
EA Jones Elementary 302 Martin Lane Missouri City, TX 77489	☒ 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: 079907101		
Cost per student $1,000.00		

"Regular" student target (to be served 45 days or more annually):	55 Students 5Special Needs	**Parent/legal guardian target (in proportion with student target):**	50% of parents

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Missouri City Middle School	Marshall High School	
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):
Hunters Glen Elementary School 695 Independence Blvd. Missouri City, TX 77489	☒ 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: 079907122		
Cost per student $1,000.00		

"Regular" student target (to be served 45 days or more annually):	55 Students 5Special Needs	**Parent/legal guardian target (in proportion with student target):**	50% of parents

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Missouri City Middle School	Marshall High School	
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: 079-907 | Amendment # (for amendments only): -

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):	
		☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:				
Cost per student				

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

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

Center 5

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

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

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

Center 6

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

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

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

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

County-district number or vendor ID: 079-907 | Amendment # (for amendments only): -

Center 7

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

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

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

Center 8

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

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

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

Center 9

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

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

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

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

County-district number or vendor ID: 079-907

Amendment # (for amendments only): -

Center 10

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

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

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

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

County-district number or vendor ID: 079-907	Amendment # (for amendments only): -

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

Fort Bend Independent School District will maintain due diligence to achieve and satisfy program goals, objectives, policies, procedures, and requirements. In preparation for the implementation of the enhanced program, the Director of Extended Learning will assign department personnel to develop an internal strategy to meet the expectations of the grant including but not limited to: creating a data collection plan, timeline for evaluation, defining staff roles and expectations, and outlining specific grant compliance procedures and processes. The department will ensure operation policy and procedures are in compliance with TEA program requirements. All program staff will be provided an orientation and training to ensure procedures are adhered to. Any adjustments to procedures will be communicated to staff via email.

Additionally, program leadership will establish a schedule of standard meetings to foster feedback and continuous improvement. The Director of Extended Learning will meet once a week with the Project Director to review current student enrollment, weekly activity schedules, center level data, personnel, budget, and grant compliance. Any improvements decided will be implemented by the Project Director (PD) and communicate changes with campus staff. The Project Director will establish a protocol of bi-monthly site visits to centers (at minimum). During these visits, the PD will assess all observed activities and provide constructive feedback. The PD will complete a formal walk-through rubric once a semester to evaluate the fidelity of program implementation. Each rubric will encompass a plan and timeline for improvement in identified areas as well as capitalization of identified areas of strength. The site directors will attend monthly meetings to receive pertinent district, department, and program updates. These meetings will also serve as a vehicle for trainings on various areas, e.g. staff management, and leadership skills, curriculum implementation. Site directors will conduct a weekly meeting with center staff to communicate any program changes, discuss strengths and weaknesses, team building and prepare for the week's activities. Feedback to/from community stakeholders will be provided during established quarterly meetings. An advisory council will be considered and will consist of key personnel of the Extended Learning Department, the Project Director, campus principals, local business owners, and parent, non-profit organizations with a vested interest in the success of the program.

Furthermore, Fort Bend ISD will be strong financial stewards of any grant funding received. All accounting principles will be adhered to. District financial staff will work closely with program leadership to meet the needs and requirements of the program. The budget plan laid out within this application both in schedules 6-11 and in the budget narratives at the end of the application, will be followed accordingly. Detailed line-item budgets will be created to track grant expenditures.

The management plan, center operations prodecures and schedules, and budget plan were all developed in collaboration with District leadership in Finance, Strategic Planning, and the Extended Learning Department. The plans were developed to maximize the impact of the grant program to achieve the program objectives outlined in previous schedules of this application and service the high-need and at-risk student and families as indicated in the sample schedule of daily program operations, as well as the 6-week summer schedule.

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

County-district number or vendor ID: 079-907 | Amendment # (for amendments only): -

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

Evaluation Methods	Indicators of Accomplishment
Formal site visits conducted by District & Program leadership	Fidelity of implementation, commitment and satisfaction of program staff, and positive student and family engagement as observed during leadership site visits are all key indicators of success. Programming adjustments will be made per results of evaluation.
Participant surveys	Students, families, and staff will participate in surveys throughout the program period. Surveys will be developed and administered in-house after family engagement events, at the end of each semester, and periodically throughout the program as determined. Increased and consistent participation and positive perception of program from families and students are key accomplishment indicators. Programming adjustments will be made per results of evaluation.
Student data analysis and review	Improved state and local assessment scores, increased student progress and student success, and improved behavioral outcomes are key accomplishment indicators. Programming adjustments will be made per results of evaluation.
Self-assessments	District and program leadership will participate in a self-evaluation assessment to determine strengths and weaknesses of program, and make adjustmentas and modifications as needed. High participant satisfaction, attainment of program objectives, and staff satisfaction are the primary indicators of success. Programming adjustments will be made per results of evaluation.
Formal evaluation conducted by contracted independent program evaluator	Outside evaluator will collect qualitative and quantitative data to report strengths and weaknesses of program, lessons learned and recommended corrective action. Formal evaluation report will be complete and reviewed by Fall of following school year. Program adjustments will be made as needed upon the upcoming program year.

All data and evaluation results will be shared with District leadership and community stakeholders, including collaborative local partners, Board of Trustees, and parents.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 079-907 | Amendment number (for amendments only): -

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 079-907 | Amendment number (for amendments only): -

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 079-907 | Amendment number (for amendments only): -

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

County-District Number or Vendor ID: 079-907 | Amendment number (for amendments only): -

Barrier: Visual Impairments

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

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): Work with each center to determine needs	☒	☒	☒

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): Work with each center to determine needs	☒	☒	☒

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): Work with each center to determine needs	☒	☒	☒

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

County-District Number or Vendor ID: 079-907 | Amendment number (for amendments only): -

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☒
M02	Conduct home visits by staff	☐	☐	☐

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

County-District Number or Vendor ID: 079-907 | Amendment number (for amendments only): -

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☒
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: 079-907 | Amendment number (for amendments only): -

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	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: 079-907	Amendment number (for amendments only): -

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

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

Questions

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

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

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

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

Assurances

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

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