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 #	
Evolution Academy Charter School		**057-834**	**N/A**	
Vendor ID #	ESC Region #		DUNS #	
76-0622470	**10**		107959814	
Mailing address		City	State	ZIP Code
1101 S Sherman Street		**Richardson**	**TX**	**75081-4852**

Primary Contact

First name	M.I.	Last name	Title
Cynthia	**A**	**Trigg**	**Chief Executive Officer**
Telephone #	Email address		FAX #
972-907-3755	**cynthia.trigg@evolutionacademy.org**		**972-907-3605**

Secondary Contact

First name	M.I.	Last name	Title
Jeff	**L**	**Robinson**	**Financial Specialist**
Telephone #	Email address		FAX #
972-907-3755	**jeff.robinson@evolutionacademy.org**		**972-907-3605**

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
Cynthia	A	Trigg	Chief Executive Officer
Telephone #	Email address		FAX #
972-907-3755	cynthia.trigg@evolutionacademy.org		972-907-3605

Signature (blue ink preferred) Cynthia A. Trigg

Date signed 4/17/18

Only the legally responsible party may sign this application.

701-18-111-100

Schedule #1—General Information	
County-district number or vendor ID: **057-834**	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	N/A	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
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: **057-834**	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
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
X	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: **057-834**	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

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

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: **057-834**	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: **057-834**	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: **057-834**	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.	N/A	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: **057-834**			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: **057-834**	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: **057-834** | 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: **057-834** | 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.

Evolution Academy is applying for the 21st Century Community Learning Grant due to the fact that there are NO comprehensive afterschool programs located in our service area that focuses on students who have dropped out of traditional high schools in grades 9-12. Our Afterschool Centers on Education (ACE) Program will consist of **3 Centers and serve 400 students and 30 parents**. Currently, **57.5% of our students are economically disadvantaged and 90.4% are classified as at-risk** at the district level. Our students and their families are living in an economically depressed communities; none of our students have access to quality, affordable afterschool programs. According to the U. S. General Accounting Office, only one-third of the schools in the United States, in low-income areas offer extended-day and enrichment programs, as opposed to more than half of schools in more affluent areas.

Evolution Academy ACE program will provide academic enrichment opportunities for students and families, especially students who are identified as a socioeconomically and educationally disadvantaged population. Ninety-seven percent of its students are at risk of dropping out of high school and nearly 60% are recovered dropouts Evolution Academy Charter School (EACS) is located in Beaumont, Houston/Spring, and Richardson, Texas and serves approximately 840 students in grades 9-12 and ages 14-21 who are identified as a high risk of dropping out of school. Prior to enrollment at EACS, approximately 47% of these students were dropouts (not enrolled in a high school) and 29% are teenage parents. The current mobility rate is 58% among the students not remaining in the same school to complete high school education. This high mobility rate is a contributing factor to poor academic performance. Based on informal sessions with both students and parents, family moves are due to economic hardships and difficulty getting access to needed social support services.

The Evolution Academy ACE budget, program activities and objectives were based on a needs assessment conducted by the district. The district conducts needs assessments on a regular basis to determine changes that need to be made to support our students' success. All needs are based on our students who are most at-risk of academic failure and their parents. Evolution Academy has developed a program management plan, an evaluation plan and we have answered all statutory and TEA requirements. The district has committed local funding to this project and we will work in the future with our stakeholders to develop a long-term sustainability plan. Our management team will consist of our superintendent, campus principals, teacher leaders, business manager, program director, site coordinators and the family engagement specialist. The district will ensure that our management team will provide consistent, high-quality management.

The district's primary focus will be on the following programs (1) academic achievement activities, (2) enrichment activities, and (3) family engagement. These program activities will be monitored on an ongoing basis through various evaluation methods to measure the progress in those program areas. Our proposed ACE Program will offer an array of classes and activities to support the needs of our students and parents. These activities are based on TEA's Four Component Activity Guide and in accordance with program requirements: 1) Academic assistance; 2) Enrichment; 3) Family and parental support services; and 4) College and workforce readiness. The district will offer extended programs for a minimum of 35 weeks per year, 15 hours a week. During the summer we will offer 6 weeks of programming for 4 days per week, 4 hours per day. These services will be offered to both students and their parents. Research conducted in 2013 when comparing students who participate in the ACE program to non-participating students found the following:

- Participation for students in grades 9-10 was associated with higher state assessment scores in English language arts/reading and mathematics.
- Participants in grades 6-12 had fewer disciplinary incidents than nonparticipating students.
- Participation of students in grades 4-11 was associated with fewer school day absences.
- Participants in grades 7-11 who attended 30 days or more and participants in grades 4- 5 and 7-11 attending 60 days or more had an increased likelihood of grade promotion.
- High school students attending 60 days or more demonstrated a 97 percent chance of being promoted to the next grade level.

The district and district personnel including our school board is committed to the goals of this grant program. During the next year the district will work to ensure that funding from other sources will be committed to the program after grant funding terminates.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: **057-834**			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	**$512,000**		**$512,000**
Schedule #8	Professional and Contracted Services (6200)	6200	**15,000**		**15,000**
Schedule #9	Supplies and Materials (6300)	6300	**127,000**		**127,000**
Schedule #10	Other Operating Costs (6400)	6400	**24,000**		**24,000**
Schedule #11	Capital Outlay (6600)	6600	**0**		**0**
	Consolidate Administrative Funds			☐ Yes X No	
		Total direct costs:	**$678,000**	-	**$678,000**
		Percentage% indirect costs (see note):	**N/A**	-	-
		Grand total of budgeted costs (add all entries in each column):	**$678,000**	-	**$678,000**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		N/A	-	-
Administrative Cost Calculation					
Enter the total grant amount requested:					**$678,000**
Percentage limit on administrative costs established for the program (5%):					**× .05**
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					**$33,900**

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: **057-834** | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director (required)	1	-	$75,000
5	Site coordinator (required)	3	-	180,000
6	Family engagement specialist (required)	1	-	65000
7	Secretary/administrative assistant			$
8	Data entry clerk			$
9	Grant accountant/bookkeeper			$
10	Evaluator/evaluation specialist			$
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Title			$
20	Title			$
21	Title			$
22			Subtotal employee costs:	$320,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			
24	6119 Professional staff extra-duty pay – @ $25 hour (35 wks) – 12 staff			$144,000
25	6121 Support staff extra-duty pay			
26	6140 Employee benefits – benefits @ 15%			48,000
27			Subtotal substitute, extra-duty, benefits costs	$192,000
28			**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$512,000**

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **057-834** | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director (required)	1	-	$75,000
5	Site coordinator (required)	3	-	180,000
6	Family engagement specialist (required)	1	-	65000
7	Secretary/administrative assistant			$
8	Data entry clerk			$
9	Grant accountant/bookkeeper			$
10	Evaluator/evaluation specialist			$
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Title			$
20	Title			$
21	Title			$
22			Subtotal employee costs:	$320,000

Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay	
24	6119	Professional staff extra-duty pay – 480 hours @ $25 hour (35 wks) – 12 staff	$144,000
25	6121	Support staff extra-duty pay	
26	6140	Employee benefits – benefits @ 15%	48,000
27		Subtotal substitute, extra-duty, benefits costs	$192,000
28		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$512,000**

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: **057-834**		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		**$**
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	Onlline subscription services	$15,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b. Subtotal of professional and contracted services:		$15,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		-
(Sum of lines a, b, and c) Grand total		**$15,000**

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: **057-834**		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: includes technology, software, supplies for ACE activities to support program activities, supplies for 400 students and 30 parents	$127,000
	Grand total:	**$127,000**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: **057-834**	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.	$
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:	$
	Remaining 6400—Other operating costs that do not require specific approval: travel for staff to attend mandatory training, workshops, conferences, transportation for students participating in the program activities	$24,000
	Grand total:	**$24,000**

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: **057-834**			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: **057-834** | 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	Education/Certification: Minimum - Bachelor's Degree in education or related field. Special Knowledge/Skills: Strong communication, public relations and interpersonal skills; Strong organization and time management skills; Excellent written and verbal communication skills; Experience: Three years experience in an educational and/ or social work setting; experience of small to medium teams; experience in fiscal/budget management, data reporting, and management information systems; demonstrated competence in program development, marketing, implementation, and evaluation.
2.	Site Coordinator(s)	Education/Certification: Minimum - Bachelor's Degree in education or related field Knowledge/Skills: Ability to maintain positive working relationships with the public and frontline staff; Strong organization and time management skills; excellent written and verbal communication skills; high degree of computer proficiency using Microsoft Office. Experience working with high risk children and families; experience in staff supervision; knowledge of community resources.
3.	Family Engagement Specialist	Education/Certification: Minimum - Bachelor's Degree in education or related field Knowledge/Skills: Strong communication and interpersonal skills; must be familiar with the community and support agencies; be adaptable to meet the needs of the families in the program in addition to working flexible hours to accommodate work in the evening. Experience working in an educational, social service, or family support service setting.

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.	Increase Academic Achievement in all content areas	1.	Develop afterschool academic activities	8/01/2018	7/31/2019
		2.	10% of ACE participants will exceed the state averages on the STAAR/EOC in 2019	8/01/2018	7/31/2019
		3.	ACE participants' daily school attendance will increase by 3% in 2019	8/01/2018	7/31/2019
		4.	ACE participants'on-time grade level promotion will increase by 5% in 2019	8/01/2018	7/31/2019
		5.	ACE participants' core course grades will increase by 5% in 2019	8/01/2018	7/31/2019
2.	Increase participation in Enrichment activities	1.	Develop afterschool Enrichment activities	8/01/2018	7/31/2019
		2.	10% of ACE participants will participate in UIL related activities in 2019	8/01/2018	7/31/2019
		3.	10% of ACE participants will participate in STEM related enrichment activities in 2019	8/01/2018	7/31/2019
		4.	ACE participants' daily school attendance will increase by 3% in 2019	8/01/2018	7/31/2019
3.	Increase participation in Family Engagement activities	1.	Develop Family Engagement activities	8/01/2018	7/31/2019
		2.	10% of ACE participants parents will participate in family activities including literacy, technology	8/01/2018	7/31/2019
		3.	10% of ACE participants' parents will participate in activities regarding their student's education	8/01/2018	7/31/2019
4.	Increase participation in college and career activities	1.	Develop college and career activities for program	8/01/2018	7/31/2019
		2.	5% of ACE participants will participate in college and career activities	8/01/2018	7/31/2019
		3.	5% of ACE participants' parents will participate in	8/01/2018	7/31/2019

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **057-834**	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.**

Stakeholders involved:

Our community needs assessment was conducted by a focus group which is made up of administrators, teachers, students, parents, local organizations and businesses. Information sources include:

- district and campus improvement plans and goals;
- school performance reports which include graduation rates, promotion rates, discipline data, attendance rates and student test results;
- student and family surveys;
- interviews with school staff including counselors, Title I liaisons, teachers, principal, etc.;
- current campus partners, if applicable;
- other services already offered for students and families on the campus; and
- curriculum maps/scope and sequence plans used during the school day.

Other out-of-school-time services that are available in the community - The district provides tutorials after school for STAAR prep as well as a few other programs such as summer credit recovery and college nights.

Needs Assessment Findings: Based on the needs assessment conducted at our campuses and in the community, the following local needs have been identified:

Need 1: Our campuses need to provide our students opportunities for academic enrichment, including providing tutorial services, to meet state and local student academic achievement standards in core academic subjects; reading, mathematics, science, and social studies.

Need 2: Our campuses need to provide our students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, physical education and fitness programs, and technology education programs that are designed to reinforce and complement the regular academic program of our participating students.

Need 3: Our campuses need to provide the families of students (including working families) served by our afterschool community learning program opportunities for literacy and related educational development.

Funding for the ACE Program will assist our campuses in addressing the following local needs:

- Increase in academic success of the participating students in core subjects; Reading, mathematics, science, and social studies.
- Increase in number of families (including working families) of participating students that show gains in literacy and educational development as well as involvement in school-related education activities relevant to their children's school(s).
- Improvement in citizenship and character education as demonstrated by student participants and their families as measured by attendance reports for both in school and ACE program days, decrease in office referrals, assignment to alternative education centers and juvenile justice alternative education programs, and non-criminal and criminal incidents and an increase in activities that demonstrate student responsibility and obligation to the school and community through projects such as community service and service learning opportunities.
- Increase in the academic success of all students such as increased numbers of students passing all STAAR/TAKS tests, being promoted to the next succeeding grade level, graduating from high school, entering college and/or workforce.

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

County-district number or vendor ID: **057-834**	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. **X** This applicant is unable to partner.

Evolution Academy has 3 campuses all located in 3 different cities. Evolution Academy Charter School (EACS) is located in Beaumont, Houston/Spring, and Richardson, Texas and serves approximately 840 students in grades 9-12 and ages 14-21 who are identified as a high risk of dropping out of school. We have community "assets" who will assist with program activities but there were no community-based organizations that could partner with us due to geography and the funding that would be used to support such an organization would be cost prohibitive.

Most of the students enrolled at EACS schools have dropped out of the traditional public school system without completing their high school diploma. The goal and commitment is that students experience success and regain their academic confidence. In comparison to similar students across the state, Evolution Academy students arrive at school facing significant barriers to secondary school success and the opportunities afforded by college and workforce readiness. A higher percentage of Evolution Academy students have not been engaged in school for one or more years.

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

County-district number or vendor ID: **057-834**	Amendment # (for amendments only):

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

The focus of our ACE program is to provide programs and activities that emphasize alignment with the regular academic programs of the school and the academic needs of participating students, our program will strive to improve district performance in the following areas:

- performance on required state assessments
- core course grades
- on-time grade level advancement
- school day attendance
- discipline referrals
- high school graduation rates
- high school student career competencies

All program activities will align with the regular school day curriculum, will expose our students to meaningful academic content that supports TEKS and will provide opportunities for our students to participate through engaging and interactive activities. We will also use local data to meet our students needs in order to achieve our desired student and parent outcomes. All activities will be evidence based on best practices.

Activity Planning Requirements

1. All activities will be **intentionally developed** utilizing the findings from at least the following three data sets and be based on identified student needs:
   - Campus Level Data (STAAR scores, Discipline Reports, Attendance Reports, Promotion Reports)
   - Student Level Deficiency Data (why students are not mastering certain skills, why students are getting disciplinary referrals, etc.)
   - Student Voice & Choice (surveys, focus groups, etc.)
2. All activities provided during our ACE program will be based on **identified student needs** to bolster the possibility of achieving positive student outcomes.
3. Our ACE activities will be supervised by qualified staff at all times and our management team (Project Director and Site Coordinators) will ensure the appropriate supervising adult to student ratios (22 to 1) are met. Adapting instruction to individual and/ or small-group instruction will also be a best practice offered at all Centers for students at risk of academic failure.
4. All activities will occur at the designated and approved center on a daily/on-going basis and will be a minimum of 45 minutes in length.
5. All activities will be intentionally developed using a comprehensive and coordinated planning tool - the **Texas ACE Activity/Unit and Lesson Plan Worksheets.**
6. Our ACE activities will align to the school day curriculum and academic-related activities will align with TEKS and where possible align with the specific Readiness/Supporting Standards identified as needing improvement in our Campus Needs Assessment. Enrichment activities will enhance the academic-related activities and/or be aligned with a documented campus/student need.

Research

Students who regularly participate in Community Learning Centers improved their school attendance, class participation and behavior, homework completion, and reading and math achievement scores and grades. (Wisconsin Department of Instruction. (2014). 21st Century Community Learning Centers-Executive Summary 2012-2013.)

Regular participation in afterschool programs helped narrow the achievement gap between high- and low-income students in math, improved academic and behavioral outcomes, and reduced school absences. (Pierce, K. M., Auger, A. & Vandell, D. L. (2013). Narrowing the Achievement Gap: Consistency and intensity of structured activities during elementary school.)

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

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County-district number or vendor ID: **057-834**	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.**

The Texas 21st CCLC program, referred to as the Texas Afterschool Centers on Education, or Texas ACE, has developed the Texas ACE Blueprint that the district will use to develop the Evolution Academy ACE program. The updated Texas ACE Blueprint consists of four components: Program Vision, Mission, and Goals; School and Community Engagement; Continuous Improvement; and Operations. Each component is supported by program design elements as well as statutory and program requirements. The elements include items such as center-level logic models, student activities, staffing, alignment, student and family participation targets, community advisory councils, needs assessment, sustainability, continuous improvement, local evaluation, program monitoring, data collection, and budgeting. TEA's state activities provide grantees with the resources and tools to fully support each component of the blueprint.

Logic Model Requirement, per program guidelines, a logic model is a visual representation of a program. It depicts the key components of a program and shows the relationships among the resources, the activities, and the short- and long-term expected outcomes. A logic model portrays the theory of change behind the program and is the foundation of program planning, evaluation, program management and communications.

TEA will provide technical assistance for each grantee to develop and submit a completed logics models for each center term and will provide supports for grantees to use logic models as a tool for monitoring program implementation and program improvement. Grantees will be required to submit updated center-level logic models by the end of the fall term each year.

TEA will also provide training, resources, monitoring, and technical assistance for each grantee throughout the life of the grant. Through training and workshops the district will provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, college readiness activities. The services provided by TEA include:

Training: The Texas ACE program offers a robust annual calendar of training opportunities, both online and in-person.
Technical Assistance Coaching: Each grantee will have direct access to an individual technical assistance coach (TAC) who supports each program with all aspects of implementation, compliance, and program improvement.
Annual Conference: Texas ACE offers a low-cost annual gathering for grantees.
Texas ACE Help Desk: Texas ACE grantees have access to the Texas ACE Help Desk. Response is provided within 24 hours or less.
Promotion Materials and Outreach: Texas ACE grantees are encouraged to use the www.texasace21.org website, which has all the up-to-date program information and resources.
Data Collection and Reporting System: TEA developed the Texas 21st CCLC Student Tracking system (TX21st) to collect data.
Program Implementation Monitoring: In accordance with federal requirements, TEA conducts reviews of Texas ACE grantee performance and documentation to ensure compliance with federal and state requirements.
Statewide and Local Program Evaluation: TEA evaluates the ACE program at the statewide level, and grantees are required to participate in state-level data collection and related activities.
Local Evaluation Support Initiative: TEA created this initiative to provide support to local program evaluation activities. Grantees have the option to work directly with the TEA state evaluation team to develop and refine their local quality assessment process.
Resource Network: To increase professional interaction of local program leadership, TEA will coordinate and facilitate a sub-group of grantees that will meet approximately two times per year or as needed to participate in providing input on program-related implementation issues and promote statewide sustainability.

The district is committed to using best practices and research and evidence-based practices to provide educational and related activities that will enhance academic performance, college readiness, and positive youth development activities.

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

County-district number or vendor ID: **057-834** | 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.**

Our ACE Program is designed based on our campus needs assessments, our campus improvement plans and in a collaborative, comprehensive, and coordinated approach. The district's program activities have been designed to be innovative and interactive. Program activities will be best-practice hands-on methods of instruction that assist students and adult participants in their learning and ability to make connections.

Our ACE Program will balance academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts. ACE Program activities will be based upon the needs of the campus and in conjunction with the ***Four-Component Activity Guide*** and will be balanced, the program will offer at a minimum one activity from each category and will be offered each term. Activities identified in the Four-Component Activity Guide will be offered in all four areas: Academic Assistance, Enrichment, Family and Parental Support Service, and College and Workforce Readiness. The following are examples of activities the district intends to incorporate into our ACE Program:

Academic Assistance: STAAR/EOC prep. Academic skills, Accelerated and remedial education activities, Credit Recovery, Educational field trips, Homework check/completion, Advanced tutorials, Mentoring, Technology Support.
Enrichment: Arts and crafts activities, Community service, Creative arts, Dance/drama, Fitness, Goal setting, Nutrition, Problem solving skills, Safety awareness, Self-esteem awareness, Social skills, sports activities, Academic Rodeo Funding, Music production, Cooking classes.
Family and Parental Support Services: Adult education, College financial aid, Families as partners in education planning sessions, Parent conferences, Parent volunteers, Parent/Family events, School improvement planning, Technology literacy, Parental and Family Engagement.
College and Workforce Readiness: Career days, Career development activities, Career field trips, College admission assistance, College awareness/preparation, College entrance exams, College test prep, College tours, Concurrent enrollment, Scholarship applications, Dual credit, STEM related activities, Interview skills, Resume building.
According to the *Harvard Family Research Project's (HFRP)* **Issues and Opportunities in Out-of-School Time Evaluation**, academic outcomes associated with participation in after school programs include: Better attitudes toward school and higher educational aspirations; Higher school attendance rates and less tardiness; Less disciplinary action (e.g., suspension); Lower dropout rates; Better performance in school, as measured by achievement test scores and grades; Greater on-time promotion; Improved homework completion; and Engagement in learning.

The district believes the more days students and family members participate in the ACE program activities such as tutoring, homework assistance, community service activities, they will improve their academic achievement and overall student success.

Regular attendance produces greater gains. A study of approximately 3,000 low-income, ethnically diverse elementary and middle school students found that those who regularly attended high-quality programs (including Community Learning Centers) for more than two years gained up to 20 percentiles in standardized math test scores compared with peers who were routinely unsupervised during the afterschool hours. Students with lower program attendance gained 12 percentiles compared with their non-participating peer. Vandell, D. L., Reisner, E. R. & Pierce, K. M. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. Policy Studies Associates, Inc. http://education.uci.edu/childcare/pdf/ afterschool/PP%20 Longitudinal%20Findings%20Final%20Report.pdf.

Among students regularly attending a Community Learning Center:

- Approximately 1 in 2 improved their math and Language Arts grades
- Approximately 3 in 5 improved their behavior in class
- Approximately 2 in 3 improved their homework completion and class participation

U.S. Department of Education. (2016). 21st Century Community Learning Centers (21st CCLC) overview of the 21st CCLC performance data: 20142015.

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

County-district number or vendor ID: **057-834**	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.**

The district will develop a plan to ensure that the ACE program has maximum impact on student performance and family strengthening by keeping students, families, and communities informed of program opportunities as well as the location of community learning centers, planned activities and dates, afterschool program calendar, times the centers are open and other pertinent information. The district will utilize our district website to disseminate this information. The program director, center coordinators, family engagement specialist and staff will also develop a plan to disseminate information to students, families and community members.

The district will also utilize the ACE marketing materials that are available from TEA to grantees such as brochures for community members and families (in both English and Spanish), posters, door hangers, newsletter and press release templates and an outreach checklist to help keep grantees on track with their communication.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **057-834**	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.**	
Recognizing that lack of transportation is often a barrier to participation; the district planned and budgeted for transportation to transport participants safely to and from the center and home.	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **057-834**	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.**

All volunteers planning to assist at any EACS campus, must complete a criminal background check application. The following is the EACS policy for volunteers:

Volunteer Opportunity Process

- Establish and develop relationships with community agencies
- Detailed description of volunteer needs
- Community outreach
- Match volunteer with volunteer opportunities
- Commitment based upon company's volunteer policy and procedures

What is needed to volunteer?

- Criminal background check
- Volunteer application form
- Volunteer consent form
- Complete orientation class

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

County-district number or vendor ID: **057-834**	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.**

Our community is invested heavily in collaborative interaction, resource sharing, and coordination of services for students and families served by the district. Our district plans and works directly with other community agencies and organizations involved in the provisions of literacy and educational services. Representatives of Texas ACE Program populations, business and industry, local government, public libraries, postsecondary education service providers, and other local agencies and organizations are actively involved in planning for and implementing school reform initiatives. This includes those which address the academic achievement of our students.

We will augment existing resources and activities that currently include Title funding, and local and state comp ed funded efforts to strengthen performance and readiness of at-risk students.

By hosting the ACE program, current resources such as utilities, maintenance, district personnel, will be available to enhance and extend the program. Grant funding will not be used to supplant funding for any service or programs currently in place at the proposed sites.

The District's School Board of Trustees are committed to meeting the needs of our diverse student population. Through state and local funding, we will continue to offer afterschool instruction and other needed services for our students. We will sustain the project for at least two years by aggressively seeking sources of external funding through partnerships with business and community as well as grant initiatives in order to evaluate the longitudinal effectiveness of the program.

The following are some of the resources we will use in order to develop a sustainability plan:

Project Plan – detail sustainability plan;
After-school Task Force – develop subcommittee for sustainability
Leveraging Funding Chart – appendix 29 – utilize to develop sustainability plan
Blue Print – Quality Assurance – Task 10 – develop a sustainability plan.

Parents across America want afterschool and summer programs for their children, but cost and lack of available programs are standing in their way. For every child in an afterschool program, two are waiting to get in. And in rural communities, three children are waiting for every child enrolled. Afterschool Alliance. (2014). America After 3PM: Afterschool Programs in Demand. http://www.afterschoolalliance.org/AA3PM/.

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

County-district number or vendor ID: **057-834**	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.**

Funding for this program will be used to supplement and not supplant funds from non-federal sources. Our purpose is to increase the levels of service already offered to meet the needs of our students and parents. Any program activities required by state law, State Board of Education rules or local board policies will not be paid with these funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The district will maintain documentation which will demonstrate the supplementary nature of these funds.

Funding for this program will also be enhanced with funding from in-kind contributions, community contributions, Title funding, and local funding. We will also utilize and coordinate eligible funding from other state and federal funded competitive and non-competitive programs.

The intended use of the additional in-kind funding will be used for costs including salaries for educational aides, electric bills, transportation, snacks, technology and other eligible grant costs.

If funded the district will coordinate federal, state, and local programs and make the most effective use of public resources. The program director, center coordinators, superintendent, and business manager will work together to ensure there are no duplication of services at any of the centers.

Funding for the ACE Program will assist our campuses in addressing the following local needs:

- Increase in academic success of the participating students in core subjects; Reading, mathematics, science, and social studies.
- Increase in number of families (including working families) of participating students that show gains in literacy and educational development as well as involvement in school-related education activities relevant to their children's school(s).
- Improvement in citizenship and character education as demonstrated by student participants and their families as measured by attendance reports for both in school and ACE program days, decrease in office referrals, assignment to alternative education centers and juvenile justice alternative education programs, and non-criminal and criminal incidents and an increase in activities that demonstrate student responsibility and obligation to the school and community through projects such as community service and service learning opportunities.
- Increase in the academic success of all students such as increased numbers of students passing all STAAR/EOC tests, being promoted to the next succeeding grade level, graduating from high school, entering college and/or workforce.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **057-834** | 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):	
Evolution Academy Charter School 1101 S Sherman Street Richardson, TX 75081-4852		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	Pre-K K-2 3-4 5-6	7-8 X 9 X 10-11 X 12
9-digit campus ID number:	057-834-001			
Cost per student	$660			

"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):	10

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	N/A		
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):	
Evolution Academy Charter School 3920 W Cardinal Drive Beaumont, TX 77705		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	Pre-K K-2 3-4 5-6	7-8 X 9 X 10-11 X 12
9-digit campus ID number:	057-834-003			
Cost per student	$990			

"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	10

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	N/A		
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):	
Evolution Academy Charter School 2414 Spring Cypress Road Spring, TX 77388		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	Pre-K K-2 3-4 5-6	7-8 X 9 X 10-11 X 12
9-digit campus ID number:	057-834-004			
Cost per student	$660			

"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):	10

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

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

County-district number or vendor ID: **057-834** | 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			

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

County-district number or vendor ID: **057-834** | 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			

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

County-district number or vendor ID: **057-834** | 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: **057-834**	Amendment # (for amendments only):

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

The district's ACE Program will have a strong management plan to assure that project goals and objectives are met on time and within budget. The plan has been designed to seek input from and represent all community stakeholders. The district's Afterschool Task Force will be made up of representatives from the district and community partners. Input was sought from parents, students, teachers and members of the community in the design of the ACE Program. The Task Force will be charged with oversight, monitoring the operations of the project, evaluating progress in the achievement of program goals, objectives and strategies for recommending continuous improvement and for reporting to the district's board of trustees.

The Project Director with assistance from the Family Engagement Specialist will monitor day-to-day activities to ensure successful implementation. The Project Director, Site Coordinators, and Family Engagement Specialist will identify and enroll students and parents, recruit and hire teachers, identify contractors for enrichment courses, and identify and obtain appropriate curricula, programs, and topics for family literacy and enrichment offerings. Site Coordinators will also be responsible for collecting and reporting required evaluation data.

The Project Director, Site Coordinators, and staff of the community-based organizations will work together to develop student and adult surveys to solicit feed back on an ongoing basis. In addition, the Project Director and Site Coordinators will analyze evaluation data to ensure continuous improvement in the operation of the program. The Project Director and Site Coordinators will attend the required orientations, trainings, and conferences required by the grant. The Project Director and Site Coordinators will also be responsible for the timely and accurate data entry into TX21st database.

The Project Director, Site Coordinators, Superintendent, and the Business Manager will be responsible for the grant budget, including amendments, reporting requirements, etc. Each center will have individual corresponding budgets which have been developed in order to apply for the grant.

The Project Director will manage grant programs incuding:

- Administer grant requirements and reporting;
- Analyze programs, activities and performance real-time;
- Conduct continuous program improvement;
- Run reports that show participation in real-time;
- Organize staff and develop partner participation and schedules, and;
- Ongoing training and support for all ACE staff.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **057-834**	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.**

TEA has created an ***Independent Evaluation Guide*** which was created to help Project Directors and Independent Evaluators accomplish this grant requirement efficiently. Our evaluator will use this guide to ensure the required data elements are collected, evaluated and submitted in a timely fashion and in the format requested by the state. The concepts in the ***Independent Evaluation Guide*** represent the requirements of the Texas ACE grant program. Resources to create this guide have been collected from other states and national organizations, as well as local evaluators and project directors from across Texas. In each section, there is guidance about various elements of the independent evaluation requirement and templates that can be edited as required. Resources displayed or presented in this guide are not official products of or endorsed by the Texas Education Agency, but are provided as a starting place in developing and managing a high-quality Texas ACE program evaluation.

Data collection methods to be used to gather the required data for a basic evaluation outlined in the Independent Evaluation Guide include:

- Meet with the Project Director to design local evaluation and determine what additional data, if any, are going to be collected in addition to data collected through TX21st and state-level evaluation.
- Meet with the Project Director for program planning three to four times a year (aligned with dates in improvement plans).
- Meet with program staff routinely for planning and for using improvement plans.
- Help staff create improvement plans based on findings from internal monitoring program.
- Assist centers in administering student, parent, and teacher surveys (primary effort for administering surveys rests with grantee).

Our Project Director and Site Coordinators will employ the following resources, tools, data sources, and strategies as part of the Ongoing Monitoring and Continuous Improvement process:

- Review TX21st Reports and exports for data summaries and details about programming, Regular Participant attendance (students who attend 30 or more program days), and suspect/missing data. These reports and exports are instrumental in creating Progress Reports to communicate program success and to identify areas in need of improvement with stakeholders and staff.
- Conduct Center and Activity observations regularly to monitor student and family engagement, discover best practices in grantee and center management, and identify both effective instructional strategies and areas of growth for staff and the ACE program.
- Review staff attendance documented through time and effort logs.
- Conduct data review meetings with staff to reflect on program goals and objectives and take appropriate program adjustments and plans of action.
- Responsible for reviewing data on a regular basis (at least monthly) to ensure data accuracy and integrity. Data certification/submission is required at the end of each term. A variety of TX21st reports and export options support the data review and certification process.
- Analyze Year-End Data to report to TEA in the Final Yearly Report and share yearly progress with stakeholders, staff, and administrators and inform program adjustments. When necessary, if changes are needed in order to attain program goals and objectives, all stakeholders will be notified and all changes will be documented and forwarded to TEA for approval.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **057-834** | 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: **057-834** | 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: **057-834** | 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: **057-834** | Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: **057-834** | 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: **057-834** | 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: **057-834**

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: **057-834**	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	X 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	X 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

X	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.
X	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.
X	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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