Texas Education Agency

Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here. Received Texas Education Agency 2016 MAR 24 AM 11: 15 Document Control Center Grants Administration
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Poteet ISD	**007-906**		
Vendor ID #	ESC Region #		DUNS #
74-6001936	**20**		**080260847**

Mailing address	City	State	ZIP Code
P. O. Box 138	**Poteet**	**TX**	**78065-0138**

Primary Contact

First name	M.I.	Last name	Title
Blanca	**A.**	**Vessi**	**Project Director**
Telephone #	Email address		FAX #
830-742-3567 ext. 1750	**bvessi@poteetisd.org**		**830-742-3332**

Secondary Contact

First name	M.I.	Last name	Title
Andres		**Castillo**	**Superintendent**
Telephone #	Email address		FAX #
830-742-3567	**acastillo@poteetisd.org**		**830-742-3332**

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
Andres		**Castillo**	**Superintendent**
Telephone #	Email address		FAX #
(830) 742-3567	**acastillo@poteetisd.org**		**(830) 742-3332**

Signature (blue ink preferred) Date signed

2·22·16

Only the legally responsible party may sign this application.

701-16-102-004

Schedule #1—General Information (cont.)	
County-district number or vendor ID: **007-906**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **007-906**	Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)
#	**Name of Required Program-Related Attachment**	**Description of Required Program-Related Attachment**
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **007-906**	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

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

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
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 applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: **007-906**	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.				
Member Districts				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

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

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Schedule #4—Request for Amendment	
County-district number or vendor ID: **007-906**	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, Division of Grants Administration, 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) 463-7915.

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 Division of Grants Administration 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				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: **007-906** | 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: **007-906**	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: ***Program is appropriate and will successfully address the needs of the target population or other identified needs. (8 pts.)*** Poteet ISD requires funds to operate community learning centers that will provide academic enrichment opportunities to the high percentage of students that are classified as high-need (59%), high-poverty (77%), and low-performing academic (35%). These community learning centers benefit the population because they offer students out-of-school-time extended learning opportunities, to include one-on-one, small-group, and computer-aided tutorials. In addition, both students and their families will have access to a broad array of additional services, programs, and activities. These include: Academic Activities; Youth Development Activities; College Readiness Activities; and Family Enrichment Activities. Utilizing funds provided through the 21st CCLC grant, Poteet ISD can increase student achievement by addressing their academic and social needs.

How the budget was developed: In order to develop the proposed budget, the district reviewed the grant's goals. Next the district determined how many students and family members would be participating in the program and the amount of funds needed to provide appropriate equipment, supplies, staff, travel to attend the programs, and program management. The district also solicited input from community stakeholders by ensuring a Public Notice was placed on the 02/15/2016 board meeting agenda. This would allow for discussion and consideration of the submission of the 21st CCLC application, as well as, allow district staff to collect input from the community regarding the design of the program. This provided the district with an accurate understanding of the amount of grant funds that would need to be requested in order to meet the defined goals of the application.

How the demographics of the district relate to the defined goals and purposes of the grant: Based on the needs assessment conducted, it was determined that Poteet ISD has a significant need for the 21st CCLC program. The following areas of concern were identified in the needs assessment that was conducted:

- Had ***76.7%*** economically disadvantaged students, which is 17.9% over the State's average of 58.8%.
- Had ***58.8%*** at-risk students, which is 7.60% over the State's average of 51.2%.
- Had only ***69%*** of the students meet standard in Reading, which is 8% less than the State's average of 77%.
- Had only ***70%*** of the students meet standard in Mathematics, which is11% less than the State's average of 81%.
- Had only ***53%*** of the students meet standard in Writing, which is 19% less than the State's average of 72%.
- Had only ***63%*** of the students meet standard in Science, which is 15% less than the State's average of 78%.
- Had only ***57%*** of the students meet standard in Social Studies, which is 21% less than the State's average of 78%.
- Had only ***48%*** of the students graduate college-ready in math, which is 19% less than the State's average of 67%.
- Had only ***45.6%*** of the students enroll into a college or university, which is 11.3% less than the State's average of 56.9%.

If awarded, the district plans to utilize grant funds to improve students' performance by implementing programs that ***align with the purpose and goals.*** By providing structured activities, the district will focus on promoting and reinforcing positive behaviors in participants, improving academic performance, increasing school day attendance, increasing grade promotion and graduation rates; thus, addressing the needs identified in the community assessment.

The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and program requirements. (4 points) The proposed program seeks to improve academic performance, grade promotion rates, and graduation rates through *Academic Activities*. The activities will be provided during the first half of the after-school and summer session programs at each campus by district and grant staff, and partnering Community-Based Organizations (CBOs). Based on a need assessment performed, each of the participating 21st CCLC students will be offered one-on-one, group, or software-based tutoring and homework assistance in Mathematics, Writing and Reading, Science, and Social Studies. Software-based assistance will be furnished through Flowcabulary, StemScopes, Istation, and Think Through Math. By providing participants with access to these additional resources, the district is confident it can address the identified academic needs listed in the table above.

In addition, *Youth Development Activities* will be offered to participants. District staff will offer community service learning programs and cognitive development activities such as: DARE presentations, obesity classes, dance, karate, computer basics, arts and crafts, robotics, mariachi, and more.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **007-906**	Amendment # (for amendments only):

Provide an 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.

Family Enrichment Activities will be offered to the families of participating students. GED Classes and ESL Classes will be provided through the Region 20 ESC, and Parenting Classes and Wellness Classes will be provided through contractors.

College Readiness Activities will also be offered to participants. 21st CCLC staff will provide assistance with completing FAFSA and scholarship applications, campus tours, and assistance completing enrollment applications. CollegiateZone will provide provided student career interest resources; personalized student portfolios; graduation and post-secondary planning; career entry requirements; career assessment and planning; college search and match tools; college entrance requirement information; virtual tours for over 7,500 U.S. colleges; online college enrollment activities and application management tools; and financial aid, grants, and scholarship information. Cafécollege will also be contracted to provide college advices, guidance, and workshops. This will include assisting participants in reviewing career and college options; identifying funding sources; and ensuring students are prepared for attending college.

Who designs the needs assessment process, determines its efficacy, and when/how the process needs to be updated and changed: The needs assessment process was designed and reviewed by the district administrators. These individuals are responsible for determining the effectiveness of the assessment produced and ensuring the results clearly identify the gaps and weaknesses of the district. The stakeholders (Superintendent, Principal, Business Office Manager, and Teachers, Contracted Providers, Community Members, and other 21st CCLC Personnel) will meet on a quarterly basis, or as needed, to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas or needs. Any significant changes will be presented to the Board members and TEA for approval.

Describe how the district will ensure that the program receives consistent, high quality management: The Project Director will oversee the 21st CCLC and be the individual that will obligate the district to the grant activities according to state/federal regulations. This individual will be required to hold a minimum of a Bachelor's Degree. Their experience, skills, and competency will be necessary to ensure the program remains within budget, on schedule, and within scope. The Business Office Manager will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of 21st CCLC funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities.

Method by which the district will evaluate the program including means used to measure progress in defined areas: In order for the district to be able to monitor the attainment of the programs goals, strategies, and objectives, the district will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Program observations will also be conducted on a regular basis in order to provide the grant officials the opportunity to determine whether participants are finding the programs and activities engaging. Finally, the district will review student achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the district has shown an increase in student/parent/ teacher participation.

How the application completely and accurately answers all statutory AND TEA requirements: The administrators met and reviewed the completed application to ensure that **all** statutory and TEA requirements were answered completely and accurately. Poteet ISD stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

Conclusion-district's on-going commitment to the goals of the grant and funding sources to the program beyond grant funding: In order to ensure that all project participants remain committed to the success of the project, the district has ensured that they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the district will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The district will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminate. **Application was organized and completed according to TEA grant instructions (5 points)**

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: **007-906**				Amendment # (for amendments only):	
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			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	**$749,435**		**$749,435**
Schedule #8	Professional and Contracted Services (6200)	6200	**$129,000**	**$9,000**	**$138,000**
Schedule #9	Supplies and Materials (6300)	6300	**$143,765**		**$143,765**
Schedule #10	Other Operating Costs (6400)	6400	**$80,800**		**$80,800**
Schedule #11	Capital Outlay (6600)	6600	**$8,000**		**$8,000**
	Consolidate Administrative Funds			☐ Yes ☐ No	
		Total direct costs:	**$1,111,000**	**$9,000**	**$1,120,000**
		4.099% indirect costs (see note):	**N/A**	**$40,000**	**$40,000**
Grand total of budgeted costs (add all entries in each column):			**$1,111,000**	**$49,000**	**$1,160,000**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		**$0**	**$0**	**$0**
Administrative Cost Calculation					
Enter the total grant amount requested:					**$1,160,000**
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:					**$58,000**

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

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

The costs reflected in the budget are appropriate for the results expected (7 pts.) The requested amount of **$1,160,000** for the 21st CCLC project is reasonable, cost-effective, and adequate to support the project. The budget is reasonable when considering it will target **3** campuses, **750** students, **150** adults, and **6** grant members.
The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 pts.) The district will meet all grant requirements and offer high-quality programming through each of the three grant components.

- **Grantee-Level Fixed Costs**: A total of **$170,000** has been budgeted.
- **Center-Level Fixed Costs**: A total of **$80,000** has been budgeted for each of the three (3) centers.
- **Student Variable Costs**: A total of **$1,000** has been budgeted for each of the 750 participants.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: **007-906**			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**		**$76,673**
5	Site coordinator (required)	**3**		**$168,240**
6	Family engagement specialist (required)	**1**		**$16,480**
7	Secretary/administrative assistant	**1**		**$22,796**
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				
20				
21				
22			Subtotal employee costs:	**$284,189**
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay - **10 Substitutes x 3 days x $60/day = $1,800**		**$1,800**
24	6119	Professional staff extra-duty pay – **Extended Instructional Day- 20 Teachers x 29 wks x 15 hrs x $25/hr = $217,500** **Summer Extra Duty- 20 Teachers x 6 wks x 16 hrs x $25/hr = $48,000** **Saturday Extra Duty- 10 Teachers x 10 wks x 4 hrs x $25/hr = $10,000**		**$275,500**
25	6121	Support staff extra-duty pay - **Extended Instructional Day- 14 Support Staff x 29 wks x 15 hrs x $15/hr = $91,350** **Summer Extra Duty- 5 Support Staff x 6 wks x 16 hrs x $15/hr = $7,200** **Saturday Extra Duty- 5 Support Staff x 10 wks x 4 hrs x $15/hr = $3,000** **Bus Drivers- 4 Drivers x 35 wks x 15 hrs x $14/hr = $29,400**		**$130,950**
26	6140	Employee benefits		**$56,996**
27	61XX	Tuition remission (IHEs only)		
28			Subtotal substitute, extra-duty, benefits costs	**$465,246**
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$749,435**

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

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: **007-906**	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	
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$0**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	**DARE Presenter-** Will teach students good decision-making skills to help them lead safe and responsible lives.	**$6,000**
2	**Obesity Classes-** Will provide participants with information that will equip parents to plan and offer nutritious meals. Will also recommend exercises and other activities that can be incorporated in a busy life that will help to eliminate or decrease the chance of becoming overweight.	**$15,000**
3	**Zajonc Corporation (External Evaluator)-** Will be responsible for coordinating the collection and monitoring the quality/ completeness of required federal and state data. The External Evaluator will ensure that the independent evaluation is submitted electronically to TEA.	**$9,000**
4	**Vendor Contracted Services-** Will provide combined services in Zumba, Karate, and Fine Arts, etc.	**$30,000**
5	**Computer Basics-** Will provide participants with trainings on the basic use of computers. Will include: Word, Excel, preparing emails, uploading and saving files/ documents/pictures, etc.	**$8,000**
6	**Robotics-** Will provide participants STEM-related activities that are designed to increase students' involvement in math and science. This will include building and designing technology robots that are designed to complete functions.	**$8,000**
7	**Cultural Dance Instruction-** Will provide dance instruction in order to instill a sense of pride and develop an interest in students' culture, history, and Mexico's heritage.	**$15,000**
8	**Flowcabulary-** Will utilize engaging music and videos to engage students in ELA studies. The engaging videos will serve as a catalyst that will increase students' participation; thus, increasing their understanding in core ELA concepts.	**$8,000**
9	**StemScopes-** Will provide students access to STEM-related instruction that is designed to increase students' participation in Math and Science and prepare them for real-world job opportunities.	**$8,000**
10	**Think Through Math-** Will combine live teacher support, unique student motivation, and engaging adaptive instruction in a web-based learning system that is proven to help students learn math. This engaging online game will encourage students to participate so that the can "play" more.	**$8,000**
11	**CollegiateZone-** Will utilize a 3-tiered process to identify students' traits, apply the appropriate academic course plan, and assist in preparing students for post-secondary education or employment. Will include: assisting with FAFSA applications, notifications, scholarship and testing dates, etc.	**$15,000**
12	**Cafécollege-** Will provide college advices, guidance, and workshops. This will include assisting participants in reviewing career and college options; identifying funding sources; and ensuring students are prepared for attending college.	**$8,000**
	b. Subtotal of professional and contracted services:	**$138,000**
	c. Remaining 6200—Professional and contracted services that do not require specific approval:	**$0**
	(Sum of lines a, b, and c) Grand total	**$138,000**

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

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Schedule #9—Supplies and Materials (6300)		
County-district number or vendor ID: **007-906 007-906**		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	**$0**
Istation - Computer adaptive assessments will provide differentiated interventions, lessons, books and data = **$10,000** **Arts and Crafts** – Paints, paper, glue, etc. for art projects; beads, manuals, charms for jewelry crafting, etc.; **Musical Instruments and Supplies** – Guitars, guitar strings, music stands, keyboards, tuners, and music books; **Sports Equipment** – Basketballs, volleyballs and net, tennis balls and rackets, mats to be utilized for tumbling, gymnastics, and karate activities; **Robotic Supplies** – Starter Kits, Starter Programming, Mechanics, Sensors, and Super Bundles to be used in robotics activities; **Dance** – Music CD's; **Misc. Supplies** – Pens, paper, ink for printers, etc. **Sites:** 1 High School = **$40,000** 1 Junior High School = **$32,000** 1 Elementary School = **$48,000** **= $120,000** Supplies and materials needed to provide family engagement activities. = **$13,765**		**$143,765**
	Grand total:	**$143,765**

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

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Schedule #10—Other Operating Costs (6400)		
County-district number or vendor ID: **007-906 007-906**		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 must attach Out-of-State Travel Justification Form. Funds will be used to attend required trainings and conferences for the Project Director, Family Engagement Specialist, and Site Coordinators.	**$6,000**
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines. Funds will be utilized to provide educational field investigations designed in increase students interest and participation in core subject areas. Will include registration fees for a trip to the Space Center in Houston.	**$3,400**
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	
	Subtotal other operating costs requiring specific approval:	**$9,400**
	Remaining 6400—Other operating costs that do not require specific approval: **Student Transportation** - Funds will be used to provide transportation from centers to home and other off-site program activities, as well as, during summer programming = **$47,800** **Student Transportation** - Funds will be used to provide transportation for students and staff to attend field investigations to the Space Center in Houston and the State Capital = **$3,600** **Nutritional Snacks** - Funds will be used to encourage parent involvement = **$5,000** **Positive Promotions PBIS**- Will provide an array of incentives that are designed in improve students' behavior and improve the school's climate = **$15,000**	**$71,400**
	Grand total:	**$80,800**

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

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

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Schedule #11—Capital Outlay (6600)				
County-district number or vendor ID: **007-906 007-906**			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	**Virtual Drive (Drivers Ed)** - Will provide online instruction in order to complete the required 32 classroom hours needed to obtain a driver's permit. (Due to issues with insurance and other factors, the district cannot provide the required driving hours and must be completed by the student with the parents in their own vehicle.) Will provide instruction to 150 students.	**1**	**$8,000**	**$8,000**
3				
4				
5				
6				
7				
8				
9				
10				
11				
66XX—Software, capitalized				
12				
13				
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
			Grand total:	**$8,000**

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: **007-906 007-906** | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			**1,742**	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	**5**	**.03%**	Attendance rate	**94.5%**
Hispanic	**1,476**	**84.7%**	Annual dropout rate (Gr 9-12)	**.8%**
White	**245**	**14.1%**	Students taking the ACT and/or SAT	**46%**
Asian	**2**	**.1%**	Average SAT score (number value, not a percentage)	**1,331**
Economically disadvantaged	**1,336**	**76.7%**	Average ACT score (number value, not a percentage)	**17.9**
Limited English proficient (LEP)	**78**	**4.5%**	Students classified as "at risk" per Texas Education Code §29.081(d)	**58.8%**
Disciplinary placements	**35**	**1.8%**		

Comments

Data collected indicates that Poteet ISD is a "high-need" district with **76.7%** of its students being classified as Economically Disadvantaged (Title I), which is 17.9% more than the State's average of 58.8%.

The district has **58.3%** of its students classified as at-risk, which is 7.1% more than the State's average of 51.2%.

Additionally, 84.7% of the students attending Poteet ISD are of Hispanic origin, which is 32.7% more than the State's average of 52.0%.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	**2**	**1.6%**	No degree	**1**	**0.8%**
Hispanic	**56**	**46.1%**	Bachelor's degree	**92**	**75.5%**
White	**63**	**51.4%**	Master's degree	**29**	**23.6%**
Asian	**0**	**0.0%**	Doctorate	**0**	**0.0%**
1-5 years exp.	**43**	**35.4%**	Avg. salary, 1-5 years exp.	**$42,117**	**N/A**
6-10 years exp.	**17**	**14.0%**	Avg. salary, 6-10 years exp.	**$44,310**	**N/A**
11-20 years exp.	**33**	**27.2%**	Avg. salary, 11-20 years exp.	**$52,358**	**N/A**
Over 20 years exp.	**16**	**13.5%**	Avg. salary, over 20 years exp.	**$56,945**	**N/A**

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	59	62	62	60	65	50	59	60	62	58	51	48	54	750
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
TOTAL:	0	59	62	62	60	65	50	59	60	62	58	51	48	54	750

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Schedule #13—Needs Assessment

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OBJECTIVELY ASSESS THE NEEDS: **Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed is significant. (10 points)** In preparation for the submission of the 21st CCLC, Cycle 9 grant, the district analyzed the needs of all the campuses. Elements of the needs assessment included the review of the instructional programs that are currently being utilized, the experience/capabilities of the school staff, and the infrastructure that is available for student and teacher use. As a result of this assessment, the following specific ***needs*** and ***gaps*** have been identified and strategies have been developed to address those needs.

ACADEMIC AREAS OF WEAKNESS					
	Eco. Dis.	**At-Risk**	**Special Ed.**	**College-Ready**	**Dual/Concur. Enroll.**
Current	**76.7%**	**58.8%**	**7.7%**	**45.6%**	**34.8%**
State	58.8%	51.2%	8.5%	56.9%	53.2%
	Reading STAAR	**Math STAAR**	**Writing STAAR**	**Science STAAR**	**Social Studies STAAR**
Current	**69%**	**70%**	**53%**	**63%**	**57%**
State	77%	81%	72%	78%	78%
Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)					

In addition, a community needs assessment was conducted in order to verify the need for the program.

COMMUNITY NEEDS ASSESSMENT					
Need/Gaps	**City**	**State**	**Need/Gaps (Rate Per 100,000)**	**City**	**State**
Percent High School Graduate or Higher	**65.0%**	**81.6%**	Auto Theft	**294**	**269**
Population Doesn't Speak English at Home	**42.0%**	**40.7%**	Larceny	**2,650**	**2,268**
Individuals Below Poverty Level	**23.3%**	**17.7%**	Assault	**265**	**260**
Households (w/child under 18) Falling Below Poverty	**27.2%**	**25.3%**	Burglary	**1,119**	**662**

RESOURCES FOR THIS PROGRAM: The district also identified other out-of-school-time (OST) services available in the community, as well as gaps in services and the needs of students and families. Data sources utilized to identify the needs and gaps included stakeholder input, parent surveys, testimonials, PEIMS, District Improvement Plans, and Campus Improvement Plans. The district identified the following OST services that are currently offered to members of the community: GED and ESL classes through the Region Center and Wellness Classes and Parenting Classes offered through contractors. It was determined that although the community does have the necessary resources needed to support the district's students and their families, there is no collaboration between the Community-Based Organizations (CBOs).

PRIORITIZING MULTIPLE NEEDS AND ALIGNING ACTIVITIES: **Specific needs have been identified and strategies to address those needs have been described. (10 points)** The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity or mandatory requirements) that support prioritization were applied. The following areas were identified as areas in need:

Community Partnerships – The participating campuses lack community support needed to encourage students to strive in their academics and prepare for college and career. To this end, local businesses and organizations must come together to form a collective safeguard that will help ensure that participants are provided with guidance and enrichment opportunities during out-of-school time.

Instructional Programs – The district lacks the instructional materials and academic software required to provide students with targeted assistance in their academics.

Infrastructure – The campus lacks the technology and infrastructure that is critical to meet the needs of the 21st Century educational system. Studies indicate that technology-driven instruction serves as a catalyst for engaging at-risk youth; thus, assisting in increasing their academics.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The district has a high percent of students who failed to meet the minimum academic standards in core subjects that have been set forth by the state. These gaps are depicted as follows: **ACADEMIC GAPS** **Reading / Math / Writing / Science / Soc. Stud.** Dist. 69% / 70% / 53% / 63% / 57% State 77% / 81% / 72% / 78% / 78%	***Academic Enrichment Activities*** will be provided at each campus by district staff. Based on a need assessment performed on each of the participants, students will be offered one-on-one, group, or software-based tutoring and homework assistance in Reading, Math, Writing, Science, and/or Social Studies.
2.	The district has a low rate of students that are college and career ready. These gaps are depicted as follows: **POST-SECONDARY EDUCATION GAPS** **Enrolled In IHE / Graduated College Ready / Dual and Concurrent** Dist. 45.6% / 48% / 34.8% State 56.9% / 67% / 53.2%	The district will utilize grant funds to contract with ***CollegiateZone*** *and* ***Cafécollege***. ***CollegiateZone*** will provide students with a student interest evaluation that will assist the district in customizing the students' graduation plans and ensuring that that students' have a vested interest in their education. Additionally, ***Cafécollege*** will also provide students with college readiness resources designed to ensure that students are motivated and prepared to attend college.
3.	The district has identified the at-risk to be 58.8% which is higher than the state's percentage of 51.2%.	The City of Poteet and the Atascosa County Juvenile Justice Center will provide the following activities designed to promote **Positive Behavior**: DARE, safety programs, recreational events, guest referrals, and field investigations. By providing these structured activities, the district will focus on promoting and reinforcing positive behaviors in participants. Furthermore, small PBIS incentives will be utilized to reward students for positive behavior and academic improvement.
4.	The district has established a need in software curriculum for use during the after-school activities. Funds are required for the integration of software curriculum in the various after-school activities and to support content knowledge. The district currently lacks the software curriculum to provide adequate resources to address the needs of the participants.	A variety of software curriculum will be purchased through grant funds and utilized to conduct 21st CCLC activities. The district will contract with Flowcabulary and Istation who will provide ELA and Social Studies RtI software designed to increase participants' academic proficiency; StemScope will provide participants' with hands-on STEM-related manipulatives designed to increase students' engagement and participation. The software curriculum will be used to support and enhance the academic activities and will be utilized to enhance different enrichment activities.

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Schedule #14—Management Plan

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Director	**Desired Qualifications (5pts.):** The Program Director must have a minimum of a Bachelor's Degree in Education or a related field. **Experience:** A minimum of three years of experience in an educational and/or social work setting, and in fiscal/budget management, data reporting, and management information system; Experience in supervisory of small to medium teams, as well as, be knowledgeable of local youth service organizations.
2.	Site Coordinator(s)	**Desired Qualifications:** The selected Site Coordinators must have a minimum of a Bachelor's Degree in education or a related field. **Experience:** A minimum of three years of experience working with at-risk children and families; experience in staff supervision; and be knowledgeable of community resources.
3.	Family Engagement Specialist	**Desired Qualifications:** A minimum of an Associate's Degree in education or a related field will be required for this position; however, a Bachelor's Degree is preferred. **Experience:** Preferred work experience includes working with at-risk children and families and coordinating multi-cultural events for a minimum of three years.
4.	Comprehensive Training Center (CTC)	**Desired Qualifications:** The Comprehensive Training Center (CTC) President holds a Master's in Sociology and will serve as a one of three (3) Technical Assistance Consultants (TAC). **Experience:** The CTC President has over 23 years of experience serving as a TAC Provider.

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.	Improve Student's Academic Performance	1.	One-on-one and group tutoring will be provided to help struggling students meet local and state objectives.	08/22/2016	05/18/2017
		2.	Reading and Writing scores will increase by 10%.	08/22/2016	06/30/2017
		3.	Math scores will increase by 10%.	08/22/2016	06/30/2017
		4.	Social Studies scores will increase by 25%.	08/22/2016	06/30/2017
		5.	Science scores will increase by 10%.	08/22/2016	06/30/2017
2.	Improve Attendance	1.	Student attendance will increase by 2%.	09/01/2016	06/30/2017
		2.	Work to ensure students face firm sanctions for truancy.	09/01/2016	07/31/2017
		3.	The district will design a plan to provide educational incentives to reward students who have regular attendance.	08/01/2016	08/31/2016
		4.	Establish an on-going Truancy Prevention Program.	09/01/2016	10/17/2016
		5.	Partner with PD to provide informative sessions to parents.	09/01/2016	07/31/2017
3.	Promote Positive Student Behavior	1.	Put into place a positive student behavior initiative to encourage students to improve their behavior.	09/01/2016	05/10/2017
		2.	Host 2 informative sessions on safety programs.	09/01/2016	07/31/2017
		3.	Provide a PD training on PBIS initiatives.	08/15/2016	09/31/2017
4.	Increase Grade Promotion Rates	1.	Provide student tutoring for 1 hour at least 3 times a week.	08/22/2016	05/18/2017
		2.	Provide students with homework assistance in Reading, Math, Science, History, and/or Writing.	08/22/2016	05/18/2017
5.	Increase Graduation Rates	1.	Increase the district's graduation rate from 87% to 90%	04/01/2017	05/31/2017
		2.	Create students' graduation/college/career portfolios.	09/01/2016	05/31/2017
		3.	Host at least 3 financial aid, grant, and scholarship information sessions for students and families.	09/15/2016	04/15/2017
		4.	Host at least a minimum of two College Night events.	01/01/2017	04/01/2017

Objectives are clearly specified and measurable (4 pts.)

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

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

The procedures ensure feedback and continuous improvement in the operation of the proposed program. (3 pts) In order to solicit feedback and continuously **monitor the attainment of goals and objectives**, the district asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district establishes a procedure and schedule for internal monitoring that include: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are signed in/out of the programs each day and that data is entered into the TX21st data system daily in order to track participants' attendance; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented. **The level of involvement and commitment to the program of all participants is sufficient to ensure the successful implementation. (4 pts) How the plan for attaining goals and objectives is adjusted.** The district will solicit feedback and monitor progress on an on-going basis. Information gathered from internal and external evaluations that assess the program's efficiency in meeting stated goals and measurable objectives will be used to monitor and adjust the program as the stakeholders deem appropriate. Prior to making any changes, the district will review all of the activities that are being implemented and their corresponding objectives. If any data is available that may explain the reason why goals are not being met, the district will review this information and determines if changes are required to the activities, objectives, or the goals. Prior to making any changes, the district will notify all stakeholders (management, staff, collaborators and partners) and will schedule a meeting to receive feedback. **How changes are communicated**. The district maintains close contact with all staff, teachers, students, parents, and members of the community. Any changes that may need to be made to the goals, objectives, or design of the program will be added to the school board agenda or the campus' website. This will provide an open forum for changes to be discussed and stakeholders to provide feedback. Parents and students will be sent home with a notice in both English and Spanish that will inform them of the school board meetings being held to discuss the proposed changes. Staff and teachers will be provided notices via email, and members of the community will be notified through the school marque and district and campus website.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing or planned efforts that are similar or related to this proposal. Although Poteet ISD currently offers after-school tutorials for its students, the participating campuses are unable to provide a structured program that addresses students' specific barriers. The recent decrease in state and federal funding has made it impossible for the district to implement a program designed to provide after-school programming. However, the district will support the added costs that will be associated with the 21st CCLC Program (i.e. utilities, building use, maintenance, technology, etc.).

Coordinate efforts toward maximizing the effectiveness of grant funds and build sustainability. To ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

Build long-term support and commitment from partners. In order to ensure that all program participants remain committed to the success of the program the district has ensured that they have received buy-in from all participants, including management, administration, teachers, board members, parents, and partners. Throughout the term of the grant, the district will continue to meet quarterly with teachers, board, collaborators, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	**Activities Attendance Logs**	1.	Participants' attendance is consistent.
		2.	Attendance logs for all activities conducted are maintained and uploaded to the TX21st at a minimum of a weekly basis.
		3.	Activities are conducted on a regular basis.
2.	**Participant and Staff Surveys**	1.	Positive feedback on 21st CCLC staff/student interaction.
		2.	Positive feedback on activities conducted.
		3.	Positive feedback on services and tools provided to 21st CCLC staff.
3.	**Student Academic Results**	1.	Evidence indicates student learning needs were identified and assessment data was used to identify areas for student growth.
		2.	Report cards, classwork, and benchmarks demonstrate progress in student learning.
		3.	State assessments indicate an incremental increase in overall student scores.
4.	**School Day Attendance**	1.	Increase in student attendance at the participating campuses.
		2.	Decrease in truancy at the participating campuses.
		3.	Consistency in participants' attendance.
5.	**Promotion and Graduation Rates**	1.	Decrease in student grade retention rates.
		2.	Increase in student graduation rates.
		3.	Increase in student achievement outcomes on standardized exams.

Methods of evaluation clearly relate to the intended results (3 pts.)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation design includes processes for collecting data. (3 pts) Processes for collecting data that are included in the evaluation design.

The district will conduct process evaluations in order to analyze the early development and actual implementation of the strategies, assessing whether strategies were implemented as planned, to determine the effects of the initiative on student outcomes, and the degree to which program objectives were accomplished. The Program Director, Site Coordinators, Family Engagement Specialist, External Evaluator, and PEIMS Coordinator will assist with the evaluation design and analysis of data. The External Evaluator will be contracted to track students' grades, attendance, behavior, parental involvement and other relevant issues to the after-school program and will meet with program staff to establish data collection methods and to assist with data analysis and program reports.

***The methods of evaluation provide for examining the effectiveness of strategies.* (2 pts) How will findings be used to refine, improve, and strengthen the program?** By utilizing the ACE Assessment and results of surveys/questionnaires, the district can ensure that all targeted population needs, objectives, and milestones are reviewed consistently and areas of concerns are addressed. The ACE Assessment, along with surveys, observations, and data collected will allow the district, contracted consultants, and the external evaluator to determine whether the 21st CCLC is positively impacting the students and their parents. Areas of concerns will be discussed amongst administrators, 21st CCLC staff, program personnel, and parents to receive feedback. Additionally, results of the external evaluation will be also used to refine, improve, and strengthen the program and to performance measures to assess program effectiveness in meeting the state goals and objectives. Any areas of the program requiring improvement will then be modified (strengthened) to meet the district, campus, and most importantly, students' needs; thus, ensuring program success.

***Formative evaluation processes outlined in the application.* (2 pts) How will findings be made available to public?** All findings will be available to the public upon request; however, participating students will also be sent home with a notice in both English and Spanish. Staff and teachers will be provided notices via email, and members of the community will be notified through the school marque and district and campus website.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **007-906**	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points) The district has selected an array of activities designed to increase academic performance and attendance, improve behavior, and raise promotion and graduation rates. These activities include:

STUDENTS

Academic Assistance: Tutoring opportunities will be provided as one of the key components to supplement the academic day instruction and at the same time, compliment the regular class environment. This will be completed through one-to-one instruction, small group settings, and specialized software. The regular class environment will be support through the STEM activities and project-based learning activities.

Youth Development Activities: Selected based on research that indicates their success in improving students' behavior: Youth Development Activities: Drug-and Violence-Prevention: Counseling Programs; Art; Music; Recreation Programs; Technology Education; Character Education; Nutrition and Obesity, Sports Clinics; and Zumba and Mariachi's.

Positive Behavior: Anger Management Courses; Self-Esteem Courses; Gang Prevention Counseling; DARE; Career Interest Resources; College Entrance Information; Online College Enrollment Activities; and Campus Virtual Tours.

FAMILIES

Parental Involvement and Family Literacy: The program will provide immediate family members of students participating in the program with services to support parental involvement, adult literacy and educational development services: Literacy and Education Programs; Parent and Student Support; English/Spanish GED; Career Development; Employment Skills Training; Parental Involvement Activities; Family Counseling; and Truancy Prevention Training.

Student Travel: All students will be required to remain in designated 21st CCLC areas. Students will be signed-in by Activity Facilitator (staff or CBO). Based upon the Participation Registration Form, students will be allowed to leave the program in the following manners:

Bus – Student requiring transportation home will be escorted to the designated Bus Zone by the Site Coordinators. The Site Coordinator will be in charge of signing each student out as they enter the bus.

Pick-up – Parents may authorize selected individuals to pick-up their child anytime during the program. The designated individual will be required to present valid I.D. to the Site Coordinator in order to have the student released to them.

Walk/Drive Home – Parents may authorize students in 7th grade and above to sign themselves out of the 21st Program and walk/or drive home. Students will need to notify the Site Coordinator at the center so that they can be signed out. Students in the K-6th grade will not be authorized to sign themselves out and walk home. The district will ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.

Statutory Requirement 2: Describe how the eligible entity will 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 utilize the Texas ACE branding outreach materials to disseminate information about the 21st Community Learning Centers. This will include flyers, brochures, recognition articles, and press releases. All literature will be printed in both English and Spanish in a manner that is understandable and accessible to all parents and residents.

Also, flyers will be distributed to children to take to their parents notifying them of the expanded learning opportunities available. Flyers will also be posted at doctor's offices, churches, businesses, local post office, and local community organizations.

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

County-district number or vendor ID: **007-906**	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IMPROVE CAMPUS AND STUDENT ACADEMIC ACHIEVEMENT: Tutorial services will help students who are attending low-performing schools to meet state and local academic achievement standards in the core academic subjects. Academic activities, positive behavior activities, family and parental activities and youth development activities are all designed to reinforce and complement the regular academic program of the participants. The program will also offer students' families the opportunity for literacy and related educational development. These activities are to ensure that campuses and student academic achievement improve, as well as overall student success. The district has compiled the following list of activities that will be implemented at the learning centers: **Tutoring** – By providing tutoring for students outside the traditional school day, the district will be able to help students improve their school work habits. Tutoring will also help students improve achievement by building on the learning that takes place during the school day. The program will provide students with various tutoring methods. These include: **One-on-One** – will provide highly individualized, one-on-one instruction to students. One-on-one instruction is highly successful in improving a student's academic standing; **Group** –Tutoring sessions will allow students to benefit from helping each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles; **Software** – Will provide differentiated instruction and intervention opportunities. Software programs offer self-paced learning that engages students and makes them feel comfortable practicing skills in an engaging environment similar to standardized tests. **Homework Assistance** – The district will provide Homework Assistance for students that are lacking the supervision, motivation and concentration required to properly complete their homework. By providing the students supervised assistance with their homework, the district is confident the students will be better equipped and better able to understand their courses. **Credit Recovery** – The district will provide students opportunities for credit recovery and accumulation (also known as credit retrieval). During the program's hours of operation, students will be able to work closely with teachers either individually or in small groups to complete coursework or credits required to graduate. Challenges that prevented students from successfully completing courses will be addressed. Challenges may include flexible pacing and schedules of instruction, adapting instructional methods and content to students' level of skills and learning styles, extra practice, and frequent assessments to guide instruction and to provide feedback to students.

OVERALL STUDENT SUCCESS: **Youth Development Activities** – By providing an array of creative activities such as art, music, dance, recreation and cultural activities, the district will stimulate and motivate students, thus, improving participation and academic achievement. **Family and Parental Activities** – Family and parental activities; provide parents the means to play a more active role in the students' education. By having parents and students participating in recreational and academic activities, parents become full partners in the education of the student; thus, increasing parental involvement with students' academics.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordinate with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts). The district will utilize existing resources including: personnel not funded from grant; maintenance personnel; and **coordination** with other district/campus programs. The existing school facilities and equipment will also be utilized for training teachers and partners. The campuses will **coordinate multiple federal and state programs and local funds** to enhance the services of the teachers, students, and parents. Technology equipment purchased through federal and state funds will be utilized to allow participants to use the computer equipment beyond the regular school schedule. In addition, professional development training obtained through this grant will be a tremendous resource that will aid in sustaining this program during and beyond the grant cycle. This acquired resource **coordinated** with Title 1 (high poverty) and state compensatory funds will ensure student gains are realized during and beyond the grant cycle. The district's grant administrator will ensure that all services enhance, supplement, and enrich the regular classroom environment.

Most effective use of public resources: This program will be **cost-effective** because existing resources such as office space, classrooms, computer labs, telephones, Internet connections, utilities, staff, and teachers will be utilized as in-kind. Furthermore, the proposed program is replicable to other districts that have similar student and academic demographics as the district. **Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided (3 pts).** The proposed program will be utilized to supplement not supplant any federal, state, and local funds.

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

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Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives. (5 pts) In order to ensure that the activities are based on an **objective set of measures (5.1)** and meet the *Measures of Effectiveness* required for the program, Texas Academic Performance Reports, State of Texas Assessments of Academic Readiness Summary Reports, U.S. Census Reports, Criminal Activity reports, and PEIMS 425 Reports (school day referral/criminal report) were reviewed. Based on the information gathered, it was determined that the campuses were in need of programming that would increase academics, reinforce positive behaviors, decrease delinquency behaviors, improve family engagement, and increase the college and career readiness. Activities selected were researched to determine the validity of each activity and if ***evidence-based research (5.2)*** was available to support the ability to impact the campus' needs. The campus held an additional meeting with the district administration staff to present their planned activities.

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 pts)

ACADEMIC ASSISTANCE: *Homework Assistance* - Studies of after-school programs that provide homework assistance have shown improvements in student motivation and work habits, which directly affect academic achievement (Cosden, Morrison, Albanese, and Macias 2001; James-Burdumy et al. 2005). *Tutoring* – Research conducted by the New Jersey Department of Education suggests that quality tutoring can benefit students in a number of ways. These include: 1) *Improving student work habits* - by building learning taking place during the school day, tutoring can help students improve planning, organizing and the way they approach learning, programs and assignments; 2) *Meeting specific student needs* - can offer students individual attention to help them learn in a more effective way such as a smaller group environment. A tutor also provides an additional academic interaction focused on the individual student; and 3) *Reducing non-productive or risky behaviors* - Tutoring offers students a safe, supportive environment after school and can help them make productive use of their time.

YOUTH DEVELOPMENT: According to the Academic Enrichment Project, 2006, youth development activities are not academic in nature but allow students time to relax or play. Occasional academic aspects of recreational activities can be pointed out, but the primary lessons learned are in the areas of social skills, teamwork, leadership, competition, and discipline.

FAMILY AND PARENTAL SUPPORT: According to Karen Smith Conway, Science, News 2008 (*Family and Parental Activities*), "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. "

The summary of our plan to collect local data for continuous assessment and local program evaluation includes working closely with the Program Director, Site Coordinators, and Campus Advisory Committees to ***collect local data (5.3)*** and create a report that identifies outstanding practices, activities the schools have planned, and strategies to address the needs while implementing the program. Each activity will include recommended strategies for each center. The Site Coordinators will provide on-going coordination across all centers. Data will be collected on: 1.) number, nature, and frequency of activities, trainings, and coaching sessions; 2.) nature, duration, and frequency of student use of resources; 3.) student progress towards academic and positive behavior; and 4.) degree of satisfaction with the program. Findings will be utilized to recruit and retain families. Moreover, the Family Engagement Specialist will review all available data from the Program Director and Site Coordinators along with interviewing all program stakeholders to assist in the coordination of family engagement strategies across all centers.

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

PARTNERSHIP BETWEEN LOCAL EDUCATIONAL AGENCY, COMMUNITY-BASED ORGANIZATIONS, AND OTHER PUBLIC OR PRIVATE ENTITIES: The district has solicited a diversity of stakeholders in the program design by including administrators, teachers, local community, local colleges and/or universities, non-profit organizations, and partnering with Community Based Organizations (CBOs) **(5 Priority Points).**

The district established a collaborative partnership utilizing a four-component service model as follows:
Academic Assistance – Professional development training obtained through local, state, and federal funds will assist with screening, progress monitoring, and the assessment of student achievement. The district will partner with several private entities to further improve student academics including, but not limited to: **StemScopes** - Will develop and implement STEM-related activities at the participating campuses during programming; **Flowcabulary-** will utilize engaging music and videos to engage students in ELA studies. The engaging videos will serve as a catalyst that will increase students' participation; thus, increasing their understanding in core ELA concepts; **Istation** – Will offer computer adaptive assessments that will provide differentiated interventions, lessons, books and data; **Think Through Math** – Will provide a curriculum-based, online game that will encourage student participation. By completing questions and getting answers correct, students will be able to earn additional gaming time.

Youth Development Activities – Contracted partners such as: Atascosa McMillen (Retired School Personnel), Officer Lopez; Kidz Fit; Lili Halgunseth; Peter Bonin; Nick Sanchez; Holley Crumbley; Ruth Ann Olivares; Kevin Hicks; and Mr. Perez will provide activities that include art, music, and physical education. The Kidz Fit will also educate students on the importance voluntarily managing or modifying food, nutrition and physical activity choices and behavior to maintain or improve health. Moreover, Officer Lopez of the Poteet Police Association and Atascosa Juvenile Justice Department will provide Drug Abuse Resistance Education (DARE), conflict resolution counseling, safety programs, recreational events, guest referrals, and field investigations.

Positive Behavior – The district will put into place a positive student behavior initiative by partnering with local agencies and contracting with Positive Promotions to encourage students to improve their behavior. The Police Department will provide guest lecturers to discuss the merits of staying out of trouble and following school rules and regulations, as well as, informative sessions on safety programs available to families in the area. The Police Department will also discuss the merits of joining the force and qualifications needed to join. The district will also partner with Positive Promotions in order to provide participating staff with PBIS initiatives. By establishing these partnerships and providing structured activities, the district will focus on promoting and reinforcing positive behaviors in participants.

Family Enrichment Activities – The district will hire a Family Engagement Specialist to work with the district sites to determine participants' needs and establish relationships with local businesses, social service agencies, healthcare providers, and parent and volunteer organizations (Adult Advocates) to provide needed resources. Furthermore, the district will partner with Workforce Solutions Alamo and local adult education service providers to offer adult literacy to address the literacy problems, as well as, training, career counseling, and employment skills. The Workforce Solutions Alamo will also provide family access to economic resources and human services such as: offer ABE, ESL, GED and employment courses.

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district conducted a community needs assessment. The following chart includes the stakeholders involved, and specifically the needs and gaps that the community learning centers will address based on the findings:

STUDENTS

Community Needs	Resource (s) Available	Delivery of Services	Gaps and Lack of Resources/Campus	Stakeholders Involved
Academic	Counselors, Tutors, Electronic Software provided by Istation, Think Through Math, and Flowcabulary	Credit recovery, RtI, and tutoring	Below proficiency on STAAR and/or EOC exams	IHEs, Private Corporations, Reading Center, Administrators, Teachers, and Parents
Attendance	Counselors, PBIS incentives, and Teachers	Parental involvement and informative sessions, self-esteem and character education trainings, and staff training	Low attendance rates	Staff from the Counseling Department, City and County Law Enforcement, Public entities, Positive Promotions, IHEs, and Administrators, Teachers, and Parents
Behavior			Low academic achievement	
Nutrition	Poteet ISD Cafeteria and Nutrition Departments	Training, workshops, nutritional and athletic activities	Lack of health related trainings and programs	Staff from PISD Cafeteria and Nutrition Departments
Graduation Rates (High Schools Only)	Counselors, IGPs, Electronic Software provided by TES and Learning.com	RtI, credit recovery, Self-esteem and character education trainings	Teen pregnancy at the JH/HS	Counselors, CBOs, Private Entities, Administrators, Teachers, and Parents
College Readiness	Teachers, Counselors, and CollegiateZone, and Cafécollege	Trainings, workshops, career assessments, career counseling	High number of special population students	Staff from CBOs, ESC Staff, Counseling staff, Administrators, Teachers, and Parents
Behavior	N/A	DARE, self-esteem, anger management, gang and drug prevention training	High Crime Rates	JJAEP, DAEP, Local Police Department, PEIMS, Region Center, Counselors, Teachers, and Parents

FAMILIES

Community Needs	Resources Available	Delivery of Services	Gaps and Lack of Resources	Stakeholders Involved
Academic	ABE/ESL/GED Providers	ABE/ESL/GED classes	Low literacy rates	Adult Education Providers Administrators, Teachers, and Parents
Nutrition	N/A	Training, workshops, and nutritional activities	Lack of health related trainings and programs	Staff from Kidz Fit and the District Cafeteria and Nutrition Departments
Behavior	N/A	DARE, self-esteem, anger management, gang and drug prevention training	High crime rates	JJAEP, DAEP, Local Police Department, ESC staff, Counselors, Administrators, Teachers, and Parents

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The district will use as a springboard the ACE Blueprint, 21st CCLC website, TEA website, and USDOE website supporting after-school activities that are research and evidence-based. Also, the district will utilize best practices from previous experience that have proven to compliment academic performance and achievement.

The district will partner with Texas A & M University Kingsville post-secondary institution utilizing evidence-based practices put into place at the IHE that have been approved by the Texas Higher Education Coordinating Board (THECB).

In addition, the district will also partner with Workforce Solutions Alamo utilizing evidenced-based and research-based practices approved from the Texas Workforce Commission, as well as, the adopted practices from the approved Adult Basic Education Provider and their curriculum framework.

Moreover, all vendors and trainers that will be contracted for positive youth development and behavioral training will be required to submit research and evidence-based approved materials to support activities being performed at the participating campuses.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Poteet ISD plans to train and utilize senior citizens from Atascosa McMillen (Retired School Personnel) as volunteers in an effort to offer a more cost-effective program that can aid in sustaining the program beyond its funding cycle. After retirement, some seniors want the ability to give back to their communities. Therefore, volunteers registered at senior citizen centers, local high schools, and parent/teacher organizations will be recruited to work with the students in all facets of the 21st CCLC activities.

The Community Learning Centers will offer senior citizens the opportunity to work with participants. Research indicates that senior citizens can take up dedicated volunteering at venues like schools and local community learning centers. The services and talents that they have to offer enhance the quality of interaction with the youth and other professionals. Typically, senior citizen volunteers enrich the environment with love, guidance, and self-esteem; thus, helping the exchange of expertise and quality assurance to any indoor or outdoor-bound activity.

In addition, the Site Coordinators will provide senior volunteers with a training session on tutoring. All senior volunteers and program staff will be provided a standard childcare handbook for working with participants, CPR and first aid training, and staff development training. Moreover, the district will ensure that all volunteers that participate in the program will be fingerprinted and undergo a criminal background check in order to ensure the safety of all participants.

Furthermore, garnering support from volunteer parents and building strong community partnerships is key to setting up a 21st CCLC program that will be sustainable in the long run for several reasons. The district understands that after-school programs exist in response to the changing needs of American families, and; therefore, must remain continuously in-tune with family concerns. Also, the community as a whole has a serious stake in successful after-school programs, to reduce crime and other problems that arise when youth are unsupervised, and to help ensure that young people become responsible, contributing members of society.

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

During the district board meeting, specific challenges the community faces concerning sustainability were addressed and how the community and board will support the school will assist local efforts to sustain the program over time. The board and its elected members confirmed their commitment to support and assist the district's efforts to sustain the 21st CCLC Program, as described in the written letter of support and board meeting agenda dated 02/15/2016 that is included with this proposal. (10 Priority Points) The district will develop a broad range of **strategies and resources that will be employed** to secure critical fiscal and non-fiscal resources and ensure that the 21st Community Learning Centers will continue after grant funding ends. Although the success of various finance and sustainability strategies depends heavily on community characteristics, the following strategies depict the elements of success. The elements of success will serve as a resource for inspiring and financing ideas; providing the district administration sustainability strategies; and illustrating to local board members and Community Based Organizations (CBO's) how program leaders can tap various funding sources and employ different strategies for sustainability beyond 21st CCLC grant funding. Adequate funding will be vital to sustaining the program; therefore, public funding at the federal, state and local levels will be explored. In addition to financing strategies, the district staff will design and implement several complementary sustainability strategies that enhance their ability, not only to raise funds, but also to secure other non-fiscal resources critical to long-term success. These strategies include: **Maximizing In-Kind Resources** - In-kind resources, including volunteer, technical assistance, facilities, utilities, maintenance, administration, security, and equipment will help improve programming and reduce the cost of operation. Program staff will also collaborate with local senior volunteers to provide an enriched tutoring and mentoring program filling environment with love, guidance, and self-esteem; thus, the one-on-one situations will help the exchange of expertise and quality assurance to any indoor or outdoor-bound activity. **Building Community Support** - Support from a wide range of community organizations and stakeholder groups will enable the program to secure resources by building support among leaders in schools, businesses, and the community. Moreover, the program will benefit from strong program identity in the community in building their base of support. To develop a strong identity, the district will create a clear vision of their work, state the impact intended, and become a unique niche in the community. The district will identify the most critical needs of students and families and will then locate and coordinate community resources, dedicated volunteers and agencies to serve in partnership with the district such as: Texas A & M University Kingsville, Poteet Police Association, Atascosa Juvenile Department, Cafécollege, and Workforce Solutions Alamo. **Sustainability Plan** – Develop a written sustainability plan that takes account of short/long-term needs, identifies challenges and obstacles, strategizes to garner needed resources and overcome challenges, identifies, and communicates with key partners. These strategies include:

Plan	Strategies	Resources	Stakeholders	Timeline
Building Community Support	Maximize Personnel, Facilities, and Equipment	Locate and coordinate community resources, dedicated volunteers, and agencies to serve in partnership with the district.	Program Director, Site Coordinators, Family Engagement Specialist, Parent Coordinator, CBOs, Senior Citizens, and Foundations	On-going
Sustainability Plan	Build Capacity	Develop a written sustainability plan to make better use of existing resources, maximizing federal, state, and local revenue, build additional public-private relationships, and generate newly dedicated revenues.	Program Director and Site Coordinators, Superintendent, Assistant Superintendent of Business and Finance, Principals, Board Members, and Community Organizations	3 months from start of Program

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **007-906**	Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Stakeholder involvement methods will be used to identify, recruit, and structure the involvement of diverse stakeholders throughout the program. This method will help align the resources of stakeholders towards common goals and will be essential in adopting and implementing the program. The goal is to progressively transform stakeholders into partners that support and implement the plan.

The district has identified three methods for **continuous feedback and involvement from community stakeholders** which are listed below:

- **Recruit Stakeholders:** The district will identify and recruit stakeholders that live and/or work within the community. This will ensure the stakeholders have a vested interest in the program and its success.
- **Educate Stakeholders:** The district will educate stakeholders on key areas of concern facing the community and their youth, solutions proposed by the program, and the roles their organization will play in the process.
- **Refine Goals and Objectives:** Stakeholders will be invited to attend meetings to discuss goals and objectives and ensure the program is on track. Areas of concern will be discussed and suggestions for improvement will be solicited from each stakeholder.

The district will **engage a community advisory council** to ensure that the community stakeholders contribute to the following three areas:

- **Creating Program Awareness:** The 21st CCLC programs typically succeed because of the willingness of individuals, corporations, and foundations entities to invest in the future of their youth. Hence, those groups are investing in their own future. Consequently, the community stakeholders will be asked to play a key role in informing the public of the Community Learning Centers offered through the district. Community partners will be asked to provide referrals to their clients and post notices that can be viewed by the public.
- **Evaluating Program Effectiveness:** Community stakeholders will be encouraged to take part of surveys, focus groups, and interest inventories that will be conducted by the contracted evaluator. Their view of the impact of the centers will be insightful in determining the success of the program and in refining or modifying program activities.
- **Sustainability:** In addition to supporting the growth of the program through outreach, all concerned parties will have a stake in sustaining the program. The district will create a sustainability to include the creation of a Handbook of Operating Procedures (HOOP). Sustainability means managing risks or vulnerabilities that have the potential for causing program offerings to diminish, become restricted, or terminated altogether. This district will unite with community stakeholders that have a strong affiliation to the program. To ensure their continued support beyond program funding, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **007-906**	Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among program staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing tasks. (5 points) The district will establish a management plan that will ensure that all of the components adhere to the requirements set forth by TEA and provide high-quality programming for all participants. In addition, the management plan will ensure that the district is on track to meeting the set objectives and goals of the program. The management plan will include the following information:

- An outline of the program's objectives and goals;
- A list of actions to achieve the goals and objectives;
- Descriptions of the roles and time commitments of personnel and participants involved in the program, as well as, how these roles might change throughout the program;
- Procedures to recruit participants;
- Procedures to acquire and maintain technology equipment, software, and supplies;
- A timeline for various stages of the program; and
- A process to handle possible program modifications.

In addition, the district will outline the roles and responsibilities of 21st CCLC personnel. This component of the management plan will include time commitments required. It will also include the potential evaluation of each role throughout the program's timeline. An organizational chart will also be developed in order to streamline personnel interaction and individual responsibilities in the structure of overall management. The management plan will include the following:

Student Participation: The management plan will detail the procedures for participant selection, retention, and evaluation. This will include the processes for targeting at-risk students, as well as, aims to recruit participants' families.

Collaborations: The management plan will also describe the planned collaborations with all CBOs. For existing partnerships, the management plan will detail the proposed services to be offered.

Communication: Maintaining **communication among program staff** is a critical part of any collaboration. Therefore, the management plan will describe the proper methods for communication, dates of scheduled meetings, and contact information for all key staff.

Acquisition and Maintenance of Technology Equipment, Software, and Supplies: The management plan will outline the proper procedures that need to be followed in order to purchase Equipment, Software, and Supplies. Information may include the following: How will equipment be acquired?; Who will oversee acquisition/maintenance?; Plan to train individuals on the use/maintenance of equipment; Who has access to the equipment?; and
Where will equipment be housed?

On-Going Training And Support: All grant personnel will participate in district and grant-related trainings in order to meet grant compliance. Trainings include but are not limited to the following: 1) Key role personnel (e.g., Business Office Staff, Superintendent, And Grant Management Staff) will attend mandatory orientations. 2) Program Director and designated Site Coordinators will attend any required trainings, conferences, workshops, and meetings, to include the national and state conferences and other technical assistance trainings as requested by TEA; 3) Grant staff will be provided professional development trainings on grant requirements, the proper use of software and technology purchased through grant funds; and 4) Conference attendees will provide information to other 21st CCLC program staff (Train-the-Trainer Model) and incorporate relevant best practices into the program.

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	**Center Name: SAFE H.S. Community Learning Center**		
9 digit campus ID#	**007-906-001**	**Distance to Fiscal Agent (Miles)**	**9.9 Miles**
Grade Levels to be served (PK-12)	**9th – 12th grade**		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	**250**
Number of Adults (parent/ legal guardians only) to be served:	**50**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	**Feeder School #2**	**Feeder School #3**	**Feeder School #4**
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	**Center Name: SAFE J.H. Community Learning Center**		
9 digit campus ID#	**007-906-041**	**Distance to Fiscal Agent (Miles)**	**9.3 Miles**
Grade Levels to be served (PK-12)	**6th – 8th grade**		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	**200**
Number of Adults (parent/ legal guardians only) to be served:	**50**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	**Feeder School #2**	**Feeder School #3**	**Feeder School #4**
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	**Center Name: SAFE Elementary Community Learning Center**		
9 digit campus ID#	**007-906-101**	**Distance to Fiscal Agent (Miles)**	**9.3 Miles**
Grade Levels to be served (PK-12)	**Kinder – 5th grade**		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	**300**
Number of Adults (parent/ legal guardians only) to be served:	**50**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	**Feeder School #2**	**Feeder School #3**	**Feeder School #4**
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	**Center Name:**		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	**Feeder School #2**	**Feeder School #3**	**Feeder School #4**
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

N/A

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

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	**Center Name:**		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

N/A

	Feeder School #1	**Feeder School #2**	**Feeder School #3**	**Feeder School #4**
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	**Center Name:**		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	**Feeder School #2**	**Feeder School #3**	**Feeder School #4**
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	**Center Name:**		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

N/A

	Feeder School #1	**Feeder School #2**	**Feeder School #3**	**Feeder School #4**
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	**Center Name:**		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	**Feeder School #2**	**Feeder School #3**	**Feeder School #4**
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	**Center Name:**		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	**Feeder School #2**	**Feeder School #3**	**Feeder School #4**
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	**Center Name:**		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	**Feeder School #2**	**Feeder School #3**	**Feeder School #4**
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

County-district number or vendor ID: **007-906**	Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts) The district has a history of coordinating funds to better serve the needs of their children and families. Materials purchased through federal and state funds will be utilized to allow families to accelerate their instruction. The district will also maximize the following resources: 1) Title I Part A - Improving Basic Programs; 2) Title I Part C Migrant; 3) Title III Part A LEP; and 4) 5) Title I, Part C, Carl D. Perkins. The Superintendent and the Business Office will ensure that state/local funds are not diverted from the campuses because of its acquisition of the 21st CCLC grant. If awarded, the program activities and services provided by these grant funds will be supplemental to existing federal, state, and local service activities and will not supplant existing programs.

Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. The participating campuses are considered school-wide, Title I eligible. Therefore, all NCLB and federal entitlement purchased materials, supplies, and equipment not maximized during the day will be utilized before, after-school, weekend, and/or during summer programming. In addition, materials and facilities paid for through compensatory education funds will also be maximized for participants in the 21st CCLC Program.

Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program.
IDENTIFICATION: Students and families most in need will be identified from the following type of campuses: Title I, Part A, schools that serve a high percentage of low-income students and their families; and Campuses in need of improvement.
RECRUITMENT: The district will **recruit students who are most in need of academic assistance**. Special efforts will be made to ensure that students and adult family members who are recruited are able to attend a minimum of 45 days. The program will make every effort to recruit these individuals by distributing flyers to children and youth to take to their parents notifying them of the expanded learning opportunities available. Flyers will be posted at doctor's offices, churches, local post office, businesses, and local community organizations. The Program Director and the Site Coordinators will meet with the Principal and Teachers of each school to explain the program and request their assistance in encouraging parents to enroll their at-risk children in need of these services. The Principals will send an introductory letter to the parents/guardian of each student. School staff will contact parents of eligible students to encourage them to enroll their children in the program. A completed registration form will include a parental signature which:

1) Gives the student permission to participate;
2) Documents the parent (s) commitment to ensure their child attends the after-school sessions;
3) Gives the authorization to track test scores, grades, absenteeism records and disciplinary logs;
4) Documents the parent (s) commitment to participating in the family literacy and educational activities; and
5) Indicates if parent (s) would like to volunteer during the after-school sessions.

The district will provide the following innovative and 21st century marketing and retention strategies: Electronic Newsletters and Marketing, Press Releases, 21st CCLC Program Website Development, Highlight Student Achievement, Social Media: YouTube, LinkedIn, Facebook, Twitter, Mobile Marketing, Post Parent Notifications and Invites on 21st CCLC webpage, and Postings online of student testimonials.

RETENTION: The plan for retaining students in the program will be implemented to enable students and families to remain in the program long enough to achieve their goals and/or make a successful grade level or course transition. The district will employ strategies that will include: assisting students in realistic goal setting, providing encouragement through a peer support network of participants, and providing recognition of student accomplishments and achievement. Other student and family retention measures include support services such as: student recognition, stakeholder surveys, testimonials, childcare services, flexible schedules, referrals for transportation, personal and career counseling, food, clothing, and utility assistance.

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **planned operating and staffing schedule** for each center is included below. The district has developed a consistent and dependable schedule of weekly activities for each of the centers. Each center will operate a minimum of 35 weeks per year. For the fall and spring term a minimum of 15 hours per week, four/five days per week and it includes a summer term with a minimum of 4 hours per day, 4-5 days per week, for 6 consecutive weeks. During hours of operation, the district will offer teachers extra-duty pay to oversee community volunteers and paid staff with tutoring and homework assistance in core subjects (Mathematics, Science, Social Studies, English Language Arts, and Reading) at each site. Local school teachers will help students who wish to take advantage of the credit recovery software that will be purchased for the Centers. Credit Recovery will be provided in all 5 core subject areas. The campus schedules are listed below with different hours of operation per campus that better suits the requirements of their campus students. Regular students and adult family members will be required to attend the program as stated in the grant application. Regular students will be required to attend 45 days or more during the school year.

SAFE H.S. COMMUNITY LEARNING CENTER	SAFE J.H. COMMUNITY LEARNING CENTER	SAFE ELEMENTARY COMMUNITY LEARNING CENTER
HOURS OF OPERATION		
Monday –Friday 7:00 AM – 8:00 AM 4:00 PM – 6:00 PM Saturday Family Activities (Optional) 9:00 AM – 1:00 PM	Monday –Friday 7:00 AM – 8:00 AM 4:00 PM – 6:00 PM Saturday Family Activities (Optional) 9:00 AM – 1:00 PM	Monday –Friday 7:00 AM – 8:00 AM 4:00 PM – 6:00 PM Saturday Family Activities (Optional) 9:00 AM – 1:00 PM

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CENTER SAFETY FOR STUDENTS

The program will take place on the school campuses, which offers students safe and easily accessible facilities. The district will ensure that students travel safely to and from each center and home by providing qualified adult supervision. Transportation will be minimal for students because the district proposes to have a center at each of its 3 campuses. Each student participating in the program will be required to have a Parental Consent Form filled out and signed by their parent/guardian, prior to joining in any activities. The Parental Consent Form will require the parent/guardian of the student to identify the method by which the student will leave the program each day. The parent/guardian will be required to provide the name/relationship of any individual that will be allowed to pick-up the student.

All students participating in the 21st CCLC program will be required to remain the designated area being utilized to provide program activities. Upon arriving students will be signed-in by Site Coordinator. Based upon the Parental Consent Form, students will be allowed to leave the program in the following manners:

K THROUGH 12TH

Bus – Student requiring transportation home will be escorted to the designated Bus Zone by the Site Coordinators. Site Coordinators will be in charge of signing each student out as they enter the bus.

Pick-up – Parents may authorize selected individuals to pick-up their child anytime during the program. The designated individual will be required to present valid I.D. to the Site Coordinator in order to have the student released to them.

Walk/Drive Home – Parents may authorize students in 7th grade and above to sign themselves out of the 21st Program and walk/or drive home. Students will need to notify the Site Coordinator at the center so that they can be signed out. Students in the K - 6th grade will not be authorized to sign themselves out or walk home.

The district will ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.

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

County-district number or vendor ID: **007-906**	Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities.

All 21st CCLC activities were selected from the Texas ACE Blueprint and are aligned and support the TEKS regular day instruction and lessons. Moreover, vendors and trainers were specifically selected in order to engage and provide interactive activities for students and families.

Academic assistance will be provided by district staff, including teachers and support staff. Based on a need assessment performed on each of the participants, participants will be offered one-on-one, group, or software-based tutoring and homework assistance in Reading, Math, Science, History, and/or Writing.

Enrichment activities will be offered by district staff will include: obesity classes, dance, karate, computer basics, robotics, Virtual Driving Courses, and more. Holley Crumbley and Ruth Ann Olivares (Contractors) will provide an Arts and Craft Program for students. Finally, Officer Lopez of the Poteet Police Department will provide DARE, safety programs, recreational events, guest referrals, and field investigations.

Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points) The district and campus administrators will ensure they understand the goals and objectives of the 21st CCLC grant in order to plan activities, track and monitor needs, and identify necessary professional development trainings that will be supplemental to current school day curriculum instruction. Community partners will be recruited to address any outstanding needs that the district does not have trained personnel or time to address. Other instruments that will be utilized to determine academic needs will include: District Improvement Plan (DIP), Campus Improvement Plans (CIP), Individualized Education Plans (IEPs), Personalized Graduation Plans (PGPs), Individualized Graduation Plans (IGPs), Public Education Information Management System (PEIMS), benchmarks, and grades.

Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Only evidence-based practices that address the local campus needs will be selected for each campus based their identified weaknesses. Activities may include, but are not limited to:

Data-Driven Activities: The district will utilize 6-week's scores, attendance sheets, grades, benchmarks, and software reports as data sets to identify and target student needs and plan activities. Hence, based on annual results from the TEA 2014-2015 PEIMS, the district will select activities that best address the needs for each specific campus.

Scientifically Researched-Based Activities: Studies have been conducted that indicate that after-school activities help youth develop social skills, improve academic performance, and help them build strong supportive relationships with adults other than their parents. Impact in students can be seen for each of the following age groups:

- **Young Youth** –Benefit with social skills development and improved academic skills. This leads to improved conflict management and better school attendance rates.
- **Middle-School Youth** – Increased participation in school, attentive in class and are less likely to be involved in violent behavior at school.
- **High School Youth** – Increased optimism toward the future and have more interest in school than peers who are unsupervised after school.

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school.

The participating campuses will provide instruction is adaptable to the academic and developmental needs of students. Instructional methods to be applied will include:

Individual Instruction – Provide highly individualized, one-on-one instruction to students. One-on-one instruction is highly successful in improving a student's academic standing.

Small-Group Instruction – Group-tutoring sessions will allow students to benefit from helping each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles.

Response to Intervention (RtI) Acceleration - RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI can result in: More effective instruction; Increased student achievement; More appropriate LD identification; Increased professional collaboration; and Overall school improvement.

Describe the planned staff to student ratios for the proposed sites and activities. The district will ensure that students are supervised by highly qualified individuals (Site Coordinators, Family Engagement Specialist, Parent Coordinator, Tutors, Contracted Partners, and Program Director) at all times with the appropriate student to staff ratio (20:1). The district understands that the Community Learning Centers will be targeting a diverse group of students, each of whom will have their own strengths and needs. The district proposes an adaptive instructional process in order to provide students with various manners for processing information to ensure each student learns effectively. By providing a learner(s) with curriculum content through ways other than traditional written text, the district can provide an alternative to the reading requirements inherently associated with processing printed material. Though the most obvious adaptation to traditional "reading" involves a peer or adult reading aloud to a learner, a number of other possibilities exist, through the adaptation of instructional materials. The district will incorporate some of the following strategies:

1. Scaffolding key concepts to be learned;
2. Utilizing teacher presentation cues (i.e. gestural, visual, or verbal) to emphasize key points;
3. Incorporating the use of demonstrations or role play;
4. Getting learners more actively involved in the learning process through the implementation of every pupil response technique (i.e. response cards, thumbs up / thumbs down) or the incorporation of manipulatives for learners' use; and
5. Diversifying the groupings for instruction, so as not to rely solely on large group instruction.

Through these varied instructional methods and through the limited staff to student ratios, the district should reduce the at-risk failure and student drop-out rates.

For TEA Use Only

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

County-district number or vendor ID: **007-906**	Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the Family Engagement Specialist will be to develop and coordinate activities for students and parents at the participating campuses within Poteet ISD. The Family Engagement Specialist will work with the Program Director, Site Coordinators, and Principals to encourage family engagement in education and successful student outcomes. The Family Engagement Specialist will focus on developing and presenting parent involvement information and technical assistance across all centers and maintain accurate data relevant to the planning, management, and evaluation of the program.

The following are some of the responsibilities to be performed by the Family Engagement Specialist across all centers:

- Build relationships with families and children across all centers;
- Provide families problem-solving opportunities and support that will help them to better meet the needs of their children's educational development;
- Orient parents in the philosophy, policies, and practices of parental involvement in all grade levels;
- Plan parent education and training programs; and
- Assist in recruitment of program participants and registration procedures.

Through the function and the role of the Family Engagement Specialist, the district should be able to increase the number of services provided to families. This new position will help the district actively and meaningfully engage families in their children's education and opportunities for literacy and related educational development.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination of family engagement strategies across all centers:
The Family Engagement Specialist will work closely with the Program Director, Site Coordinators, and Campus Advisory Committees to create a report that identifies outstanding practices, activities the schools have planned, and strategies to address the needs while implementing the program. Each activity will include recommended strategies for each center. The Site Coordinators will provide on-going coordination across all centers. The following data will be collected: 1.) number, nature, and frequency of activities, trainings, and coaching sessions; 2.) nature, duration, and frequency of students' use of resources; 3.) student progress towards academic and positive behavior; and 4.) level of satisfaction with the program. The data will be utilized to recruit and retain families. Moreover, the Family Engagement Specialist and Parent Coordinator will review all available data from the Program Director and Site Coordinators along with interviewing teachers, students, parents, and administrators to assist in the coordination of family engagement strategies across all centers.

Recruit participant families: The Family Engagement Specialist will work with the Program Director, Site Coordinators, and Parent Coordinator to recruit families by forming a marketing campaign consisting of providing students with flyers to be taken home to their parents, utilizing campus marquees, along with district and campus websites. In addition, the Family Engagement Specialist and district Parent Coordinator will distribute flyers to local agencies that provide services to the targeted families such as: Texas Workforce Centers; Local Family Health Clinics; Institutions of Higher Education; Community-Based Organizations; and Faith-Based Organizations to include United Methodist Church, St. Philips Catholic Church, and First Baptist Church of Poteet.

The Family Engagement Specialist, along with the Director and Site Coordinators, will help recruit eligible families and provide family engagement strategies across all centers.

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

County-district number or vendor ID: **007-906** | Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. A family assessment based on community needs, parental surveys, and testimonials were utilized to determine the proposed family activities that will address the needs of working families as well as provide them with opportunities for active and meaningful engagement in their children's education. The following activities will be provided at the centers:

Activity	When	Where	Need to be Addressed
Parental Involvement Workshops	Evenings, Saturdays, and Summers	At their assigned campus site, administration offices, library, and/or parent center	Parental Involvement and Student Academics
Adult Basic Education, Employment Skills Training, Career Development, Workforce Training, and Career Counseling and Speakers	Day-time and evenings	Workforce Solutions Alamo approved centers, Parent Center, and CLC	Literacy Issues
Parent Leadership Training Program	Saturdays and Summers	At their assigned campus site, administration offices, library, and/or parent center	Students Behavioral Issues and Student Academics
Drug Abuse Resistance Education (DARE)	Evenings and Summers		Drug and substance abuse

Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development.

How activity addresses family need	How opportunities allow families to engage in child's education
Parental Involvement	Increase parent presence at the campuses.
Unemployment	Reduce family poverty level to increase resources for students.
Drug Awareness and Reduction	Increase awareness related to drug activities and be more engaged in their students' academics.
Family Literacy Issues/Educational Development	Ability to provide academic assistance to their students.

Describe additional resources that will be used to provide family engagement activities.

The district is mandated to provide a 1% allocation towards Parental Involvement activities based on the Title I allocation. Therefore, additional resources from the allocation will be supplemental to the services provided through the 21st CCLC to families.

The district has partnered with local civic organizations, churches, and Region 20 ESC to provide parental trainings and workshops for migrants and ESL eligible families.

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Schedule #18—Equitable Access and Participation

County-district number or vendor ID: **007-906** | 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: **007-906** | 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 GED 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: **007-906** | 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: **007-906** | 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: **007-906** | 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: **007-906** | 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 GED 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: **007-906** | Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation

County-district number or vendor ID: **007-906**	Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For ***statewide*** teacher training programs or ***statewide*** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **0**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other method (specify): **0**

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **0**

Check box only if there is no data available to determine the number of eligible students: ☐

Total Nonprofit Participants

Total nonprofit schools participating: **0**	Total nonprofit students participating: **0**	Total nonprofit teachers participating: **0**
No nonprofit schools participating: ☐	No nonprofit students participating: ☐	No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the servic[illegible] be [illegible]vide[illegible]

☐ How the services will be academicall[illegible] and [illegible]w the [illegible]sult[illegible] that assessment will be used to improve those services

☐ The size and scope of the equitable [illegible]rvice[illegible] be [illegible]ovid[illegible] to the e[illegible]le private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

N/A

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Schedule #19—Private Nonprofit School Participation (cont.)

County-district number or vendor ID: **007-906**	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☐ Public school	☐ Private nonprofit school	☐ Neutral site
☐ Other (specify):		

Designated Times

☐ Regular school day	☐ Before school day	☐ After school day
☐ Summer vacation	☐ Other (specify):	

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:				
	# of students:	# of teachers:			
2	School name:				
	# of students:	# of teachers:			
3	School name:				
	# of students:	# of teachers:			
4	School name:				
	# of students:	# of teachers:			
5	School name:				
	# of students:	# of teachers:			

N/A

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

	Description of Difference in Benefits		Reason for the Difference in Benefits
1		1	
2		2	
3		3	
4		4	
5		5	

For TEA Use Only

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