Texas Education Agency
Standard Application System (SAS)

COPY

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.
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	RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 28 PM 12:59 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Denton ISD	061901		
Vendor ID #	ESC Region #		DUNS #
	11		055311104

Mailing address	City	State	ZIP Code
1307 N. Locust St	Denton	TX	76201-3037

Primary Contact

First name	M.I.	Last name	Title
David		Gerabagi	Director
Telephone #	Email address		FAX #
940-369-0401	dgerabagi@dentonisd.org		940-383-1096

Secondary Contact

First name	M.I.	Last name	Title
Brian		McCauley	Chief Operating Officer
Telephone #	Email address		FAX #
972-350-4725	brianm@cisnt.org		214-626-1719

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
Richard		Valenta	Deputy Superindent
Telephone #	Email address		FAX #
940-369-0000	rvalenta@dentonisd.org		940-369-4982

Signature (blue ink preferred) Date signed

Richard L Valenta

Only the legally responsible party may sign this application.

701-16-102-031

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 061-901	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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 061-901	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: 061-901	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: 061-901	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID: 061-901 | Amendment # (for amendments only):

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

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 061-901	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: 061-901	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: 061-901	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.

Denton Independent School District has been committed to providing quality education since it was founded in 1882. The district – located about 25 miles north of Dallas and Fort Worth – encompasses 180 square miles and contains all or parts of 17 cities, communities or major developments. The district has continued to grow and is currently one of fastest-growing school districts in North Texas. Over 800,000 residents reside in the 180 square miles of the district's boundary and over 60 dialects are spoken. The district serves over 30,000 students. Denton ISD educational facilities include four comprehensive high schools, seven middle schools, 22 elementary schools, two early childhood centers, an alternative high school, an advanced technology complex and other specialized schools and centers. Families in Denton often struggle with finding affordable afterschool learning experiences that are effective and safe. This is especially prevalent in the areas of the district that demonstrate the highest levels of socioeconomic need, where families struggle to provide meaningful extracurricular activities that are so vital to the success of a student.

The school district's overall student population has seen steady growth since 2007 and that growth is expected to continue at a similar pace until the district reaches build-out. Denton ISD has grown by almost 28 percent since the 2007 bond election. Each campus type is expected to see substantial growth in the coming years. Within five years, the district's elementary schools are expected to add about 2,200 students, middle schools are expected to add about 1,200 and high schools are expected to add about 1,600.

With its huge geographical area of 180 square miles, the Board and district staff work together as a cohesive team to help bridge the gap between these numerous cities, towns, communities and major developments.

Denton Independent School District in collaboration with Communities In Schools of North Texas (CISNT), a Community Based non-profit 501 (c)(3) organization is applying for Cycle 9 21st CCLC funding to meet the academic and development needs of students at eight (8) high-poverty, low-performing schools in the Denton ISD. Denton ACE program will target students most in-need of academic assistance to participate in innovative after school programs for 3-4 hours per day, 4 days a week, for 37 weeks throughout the fall, spring, and summer terms.

Denton ACE programs will enhance student learning through academic instruction and enrichment, college and career readiness, family engagement and literacy activities and guided small group behavior interventions. Activities will be intentionally designed based on campus needs, student deficiencies, and student input in order to help students improve in key objectives, including academic performance, school behavior, school attendance, as well as grade promotion and/or graduation rates. Denton ACE program will work in collaboration with area community partners to build each student's capacity to meet state and local achievement standards and to graduate; ready for college and the workforce. By helping students to achieve these goals and objectives, Denton ACE program will address and eliminate barriers to academic success and bring about long-term improvements for students, their families and ultimately our communities.

In preparation for this application, in February 2015, Denton ISD designed and conducted a Comprehensive Needs Assessment (CNA) based on best- practices established by The After-School Corporation and the PRIME Blueprint for Texas ACE in order to gain insight into the community's needs for the After School Program. Denton ISD received and assessed survey responses from stakeholders, school staff, administrators, parents, and students. Data from the CNA directed Denton to select 8 low- performing schools with high levels of poverty, low academic performance, and limited or no access to Out of School Time (OST) programming, especially for low-income and high need families. Academic need in these schools is evident by the large number of students (61-77%) who did not meet the recommended standards in core subjects on the 2014 STAAR test, including 32% of students who did not pass altogether. Each campus has high populations of

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 061-901	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.

students who face significant barriers to academic success, including 47-79% who are economically disadvantaged and 33-65% who are considered at-risk of dropping out. Furthermore a comparison between the 2014 and 2015 school years found that student enrollment in DAEP increased by 90% in Denton while behavior issues, including suspension, expulsion, and referral to DAEP and JJAEP programs increased by 96% during the same period.

Denton ACE programs will provide students who are most in need of academic assistance with opportunities for enhanced learning in a safe, fun, and engaging environment. Denton ACE will implement the research-based Positive Intervention Framework to ensure ACE program provide a continuum of support that adapts to the needs of students and maximizes individual outcomes. Based on the needs determined from the CNA, Denton ACE program will offer research-based Small Group Behavior Interventions led by a licensed counselor or mental health professional, for students exhibiting behaviors that may lead to a referral to DAEPs or JJAEPs. These small group interventions (ratio 1:10) will provide individual assessment and ongoing case management to effectively address students' social service, behavioral, and mental health needs. DENTON ACE will also continue ACE programs for 6 consecutive weeks during the summer break to provide ongoing learning and enrichment opportunities. With guidance from the PRIME Blueprint, Denton utilized data from the CNA to develop a budget based on campus and student needs. By first developing the per-student variable costs, center-level fixed costs, and grantee level fixed costs, Denton ACE was able to design a high-quality, rigorous OST program model within the required budget guidelines. In order to manage the various moving parts of this grant with integrity, Denton ACE's Management Plan includes a team of qualified professionals, from both organizations Communities in Schools or North Texas (CISNT) and Denton ISD at the highest levels including a full-time Project Director, Family Engagement Specialist, and a full time Academic Liaison and Internal Monitor who will provide academic guidance and internal evaluation to participating ACE centers.

Denton ISD has budgeted for ACE staff to receive all required trainings as well as ongoing professional development throughout the year to promote high-quality grant and program management.

Denton ACE program will contract with a qualified local evaluation firm with expertise and experience conducting evaluations of education or after school programs to periodically assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation will be based on the factors included in the ***principles of effectiveness***. The results of the evaluation will be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) make available to the public upon request. Evaluation designs will be systematic, well-documented, and will measure progress towards achieving program goals and objectives. Rigorous evaluation design will aim to measure the quality of implementation and will support a reasonable hypothesis that the program is, or is not, contributing to achieving the desired outcomes. The program evaluation design will include ongoing quantitative and qualitative methods for collecting and measuring performance in each of the mandatory areas including SMART goal development for each measure. Denton will collect student data from report cards, behavior and attendance reports, and benchmark tests and will also administer surveys to teachers, parents, and students to measure progress throughout the year.

Denton ISD is very excited about collaborating with Communities in Schools of North Texas (CISNT) for this opportunity. Over the past 20 years, CISNT has provided successful dropout prevention programs that help at-risk students achieve in school and in life. As a community-based organization, CISNT has the unique ability to leverage resources over multiple LEAs to target communities most in need. Both organizations are committed to the goals and objectives established in this application and has provided accurate and complete answers to all statutory and TEA requirements. With support from other community partners, both organizations will utilize their expertise to secure resources and funding to sustain the Denton ACE programs at a minimum of 30% of their original capacity and to ensure programmatic longevity following the discontinuation of 21st CCLC funds.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 061901				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	$1,157,722	$31,264	$1,183,986
Schedule #8	Professional and Contracted Services (6200)	6200	$151,080	$16,000	$167,080
Schedule #9	Supplies and Materials (6300)	6300	$287,200	$	$287,200
Schedule #10	Other Operating Costs (6400)	6400	$126,680	$	$126,680
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes X No	
		Total direct costs:	$1,717,682	$47,264	$1,764,946
		Percentage% indirect costs (see note):	N/A	$35,000	$35,000
Grand total of budgeted costs (add all entries in each column):			**$1,717,682**	**$82,264**	**$1,799,946**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$	$	$
Administrative Cost Calculation					
Enter the total grant amount requested:					$1,799,946
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:					$89,997

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.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 061901 | 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		$55,904
5	Site coordinator (required)	8		$320,000
6	Family Engagement Specialist (required)	1		$44,904
7	Secretary/administrative assistant		1	$15,000
8	Data entry clerk			$
9	Grant accountant/bookkeeper		1	$16,264
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	Program Director		1 (10%)	$15,000
20	Academic Liaison/Internal Monitor	1		$50,904
21	Title			$
22			Subtotal employee costs:	$517,976
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			$4,680
24	6119 Professional staff extra-duty pay			$176,000
25	6121 Support staff extra-duty pay			$342,528
26	6140 Employee benefits			$142,802
27	61XX Tuition remission (IHEs only)			$
28			Subtotal substitute, extra-duty, benefits costs	$666,010
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$1,183,986

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: 061901	Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Parent Instruction Workshops ($800 per center)	$6,400
2	Background – to provide thorough background checks on personnel	$2,680
3	Student Enrichment Workshops ($4,500 per center)	$36,000
4	CISNT Management	$90,000
5	Facility Cost (Utilities)	$16,000
6	External Evaluator	$16,000
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$167,080
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$
	(Sum of lines a, b, and c) Grand total	$167,080

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: 061901		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$287,200
	Grand total:	**$287,200**

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: 061901		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.	$8,000
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.	$
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:	$8,000
	Remaining 6400—Other operating costs that do not require specific approval:	$118,680
	Grand total:	**$126,680**

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:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, 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:	**$**

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: 061-901 | 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: **4,704**

Category	Number	Percentage	Category	Percentage
African American	637	14%	Attendance rate	96%
Hispanic	1,820	39%	Annual dropout rate (Gr 9-12)	0.7 %
White	2,013	43%	Students taking the ACT and/or SAT	66.5 %
Asian	95	2%	Average SAT score (number value, not a percentage)	1477
Economically disadvantaged	2,761	59%	Average ACT score (number value, not a percentage)	21.1
Limited English Proficient (LEP)	1,235	26%	Students classified as "at risk" per Texas Education Code §29.081(d)	39.2%
Disciplinary placements	22	.5%		

Comments

The data above summarizes the demographics of the 8 schools selected to participate in the 21st CCLC, Cycle 9 grant. Overall demographics from Denton Independent School District include 42% (11,299) of students who are economically disadvantaged (as measured by free or reduced lunch eligibility), 3,952 (15%) students who have Limited English Proficiency, and 39% (10,481) students who have been designated as at-risk of dropping out of school, based on the 13 at-risk factors established by the Texas Education Agency. The 2010 Census provided insight into how much the indigent youth population had grown, stating that 17,060 (9.4%) of the population of children in Denton County were living at or below the poverty level (Kids Count, 2010). In 2010, 8,951 children in Denton ISD alone were living in poverty- about 50% of the indigent children's population in the county. Of the 32 campuses in Denton ISD, 17 are qualified for Title One funding. A study by the Texas Education Agency demonstrated that only 50% of third grade students in Denton County met Commended Performance on the 2011 Texas Statewide standardized test. The United Way of Denton County reported in 2015 that 24% of economically disadvantaged 3rd graders in Denton County are reading below the 3rd grade level. According to the National Research Council (2010), a child's reading skill in third grade is an accurate predictor for successful high school graduation and future academic success.

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

Category	Number	Percentage	Category	Number	Percentage
African American	18	77%	No degree	0	0%
Hispanic	77	16%	Bachelor's degree	256	54%
White	253	53%	Master's degree	99	21%
Asian	1	0%	Doctorate	0	0%
1-5 years exp.	79	16.6%	Avg. salary, 1-5 years exp.	$50,165	N/A
6-10 years exp.	99	20.7%	Avg. salary, 6-10 years exp.	$51,393	N/A
11-20 years exp.	109	22.9%	Avg. salary, 11-20 years exp.	$53,238	N/A
Over 20 years exp.	50	10.4%	Avg. salary, over 20 years exp.	$63,339	N/A

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

County-district number or vendor ID: 061-901 | 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	0		100	300	300	300								1,000
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:				100	300	300	300								1,000

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Schedule #13—Needs Assessment

County-district number or vendor ID: 061-901	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.

In preparation for this grant, in February 2016, Denton ISD and CISNT administered a Comprehensive Needs Assessment (CNA) to determine the communities in greatest need for OST programs in Denton County. Documents reviewed during this process included the 2015 Denton County Community Assets and Needs Assessment, the Denton County Criminal Justice Plan, TEA District and School performance data, as well as District and Campus Improvement Plans (CIPs). CISNT also distributed a Community-Wide Needs Assessment Survey to gather information regarding the need and availability of OST programs. Denton ISD received 1715 survey responses from community stakeholders, school staff, LEA administrators, parents, and students. Data from the CNA provided insight into the needs of the Denton community, which has a high population of students with academic need, increasing populations of economically disadvantaged students, and low parent engagement in schools. ***CNA results also showed that there was limited or no access to OST programs in the immediate Denton ISD service delivery area, especially for low-income and working families.*** Denton ISD and CISNT followed the PRIME Blueprint best-practice for Strategy Development, with the following results:

High Levels of Academic Deficiencies: With cooperation from Denton ISD and campus administrators, CISNT evaluated 2015 STAAR test results in core subjects such as reading, writing, and science for each of the 8 identified school campuses. Findings concluded that 17-52% of students in grades 3-5 did not meet the state recommended satisfactory standards in core subjects, and 24-46% of students did not pass these subjects altogether. In addition, 57-91% of students did not meet the standard for postsecondary readiness, indicating that they were not sufficiently prepared for success after high school. School administrators expressed increased concern for the lack of educational enrichment for students during the summer, with some administrators reporting students returning to school reading two-three levels below their grade. Research shows that dropping out of school is a process that can start with the failure to master content in late elementary and middle school (Civic Enterprises, 2010). ***Resource Gap***: School staff and administrators indicated on CNA Surveys that there was an overall lack of resources to address student academic deficiencies, especially resources for academic tutoring. ***ACE Strategy***: Develop innovative, research-based academic instruction and enrichment activities based on campus data, student needs and student input. Intentional recruitment of students most in-need will ensure that programs are efficient. Consistent evaluation and assessment will ensure that programs are effective.

High Levels of Poverty: Results from the CNA and data from United Way of Denton County indicate that the population living at or below the poverty level continues to grow county wide. Denton ISD has seen significant increase student poverty with campus free and reduced lunch levels reaching 89% and overall district economically disadvantaged population reaching 42%. A study by the Children's Defense Fund (2010) found that economically disadvantaged children are more likely to suffer development delays, participate in risky behaviors, and drop out of school. ***Resource Gap***: Parents and Stakeholder CNA Surveys indicated that there was insufficient availability of OST programs for low-income students in Denton, especially programs that provided transportation for children whose parents work late into the evening. ***ACE Strategy***: Provide no-cost OST programs at 8 schools with high levels (42-89%) of economically disadvantaged students and provide safe, dependable bussing for students to/from programs.

Low Parent Engagement in School: Denton ISD and CIS reviewed each CIP and met with school administrators to discuss areas of greatest need. ***Resource Gap***: Each administrator indicated that there was a significant need for parent involvement at their campus. Research shows that students with involved parents are more likely to do better in school, graduate, and attend college (Civic Enterprises, 2010). ***ACE Strategy:*** Utilize a qualified Family Engagement Specialist to coordinate with community stakeholders and organizations to provide need- based literacy and educational development activities at no-cost to parents of ACE students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 061-901 | 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, which 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.	Need to address academic deficiencies to improve Student Academic Performance	At each Center, **Project Director, Site Coordinators and Family Engagement Specialist in coordination with Academic Liaison and campus leadership** will assist students to improve proficiency in core subjects through research-based, after-school, weekend, and summer small group and one-to-one tutoring, homework assistance, literacy and numeracy development, after-school project-based enrichment STEM activities, theme-based instructional units, study hall, book study clubs, creative writing and literary journal labs, reading club, robotics club, science sessions, and family support and mentoring activities.
2.	Strong Need to offer OST programming to eco-dis families and Improve Attendance	At each Center, **Project Director, Site Coordinator and Family Engagement Specialist in coordination with Academic Liaison/Internal Monitor and campus leadership,** through implementation of the out-of-school and summer-based programs: 1) Provide enrichment activities to strengthen leadership skills, character, civic responsibilities, creative expression, critical thinking and problem solving skills; 2) Provide wellness and physical fitness activities; 3) Provide project-based enrichment classes with real-world applications to enable students to use multiple skills; and 4) Provide exposure to computer technology, and literary arts. Site Coordinators will be responsible for establishing an advocate relationship with each student, monitoring attendance in all classes and be the point of contact for follow up activities.
3.	Need to Improve Behavior and Family Engagement	At each Center, **Project Director, Site Coordinators and Family Engagement Specialist in coordination with campus leadership** will identify students exhibiting behaviors that may lead to DAEP referral and offer intervention. Work with community partners for after-school mentors. Provide peer culture training, programs and services that will build character and leadership skills; bullying prevention. Provide classes and workshops addressing identified needs such as conflict resolution, alcohol and drug abuse, teen pregnancy, Assist students to develop a relationship with a caring adult. Provide families with services that build literacy, self-esteem, and self-confidence to equip parents to play a meaningful role in the education of their children. Conduct research-based parent sessions to aide parents in developing effective strategies to improve behavior.
4.	Improve Promotion Rates	At each Center, **Project Director, Site Coordinators and Family Engagement Specialist in coordination with campus leadership** to identify students who are at-risk of academic failure. Target TEKS aligned after-school tutorials. Disaggregate data to identify students' specific learning needs and develop individualized educational plans. Work with community partners to hold goal setting sessions and host career days. Provide educational opportunities for parents of Denton ACE students. Offer systematic assessment strategies, diagnostic and post-testing, behavior management, frequent monitoring, and create student support teams; differentiated instruction and Individual Education Plans and incorporate innovative learning strategies that will actively prepare them for real-world applications and also increase parental involvement.
5.	Improve Graduation Rates	Develop a College Bound Culture curriculum, Identify at-risk students and develop an intervention process, Help students to identify their own expectations and develop steps to raise those expectations. Assign after-school mentors to at-risk students. Specific professional development for teachers working with at-risk students. Provide classes for parents to raise their expectations for their children Provide students with career exploration and college preparation for students by assessing students' skills and interests; Expose students and parents to careers in demand through college visits and career fairs. Provide individual career guidance and counseling to students and parents including the development of Individual Graduation/College Plans for all students

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Schedule #14—Management Plan

County-district number or vendor ID: 061-901 | 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.	Project Director	BA in education or related field, MA preferred. Experience implementing extended learning programs. Strong communication and interpersonal skills. Strong organization and time management skills. High degree of computer skills. Experience in fiscal management and data reporting.
2.	Site Coordinator(s)	BA degree in education or related field. Experience with after-school program preferred. Strong communication skills. Supervisory and grant management experience. Strong organization and time management skills.
3.	Family Engagement Specialist	Bachelor's degree in education, counseling or related field. Bi-lingual. Experience with child development, parenting techniques, RTI and working families from diverse cultures, working with at-risk students and family self-sufficiency, social service or family support setting with diverse groups and proven experience working with social service agencies.
4.	Evaluator	Must possess 10+ years of proven experience evaluating federal, state and particularly 21st CCLC programs. Familiarity with ACE grant evaluation requirements.
5.	Teachers	Bachelor's degree and valid teaching certificate; math, science, reading and/or writing subject expertise; ability to instruct students and manage their behavior.

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 Academic Performance and student grades by at least 2% yearly in core subjects	1.	Recruit and hire qualified instructors	08/01/2016	07/31/2017
		2.	Students attend academic enrichment classes daily	11/01/2016	07/31/2017
		3.	Students receive high quality educational services	08/01/2016	07/31/2017
		4.	Students improve score in reading and math	08/29/2016	07/31/2017
		5.	Evaluator measure reduction in Achievement Gap	08/01/2016	07/31/2017
2.	Improve School Day Attendance by 1% annually	1.	Students increased sense of involvement in school	08/01/2016	07/31/2017
		2.	Students participating in extracurricular activities	08/29/2016	07/31/2017
		3.	Increased number of mentors	10/01/2016	07/31/2017
		4.	Increased student attendance rates	08/01/2016	07/31/2017
		5.	Evaluator measures accomplishment toward the goal.	08/01/2016	07/31/2017
3.	Improve Positive Behavior and Reduce referrals by 5% annually	1.	Students participating in team oriented activities	08/29/2016	07/31/2017
		2.	Students set goals and milestones for themselves	08/29/2016	07/31/2017
		3.	Students meet with volunteer mentors	09/06/2016	07/31/2017
		4.	Students and mentors review goals and reassess	08/01/2016	07/31/2017
		5.	Evaluator measures accomplishment toward the goal.	09/06/2016	07/31/2017
4.	Promotion: 95% of participating student will be promoted to the next grade level	1.	Students set goals for promotion	08/01/2016	07/31/2017
		2.	Students & parents participate in school year planning	08/01/2016	07/31/2017
		3.	Students complete homework each day	08/01/2016	07/31/2017
		4.	Students daytime learning is complemented by ACE	08/01/2016	07/31/2017
		5.	Evaluator measures accomplishment toward the goal.	08/01/2016	07/31/2017
5.	Increase Graduation Rates by exposing students to college & careers & STEM	1.	Recruit quality instructors for college and careers	08/29/2016	07/31/2017
		2.	Students exposed to college and careers activities	08/29/2016	07/31/2017
		3.	Student is improving to reach reading at grade level	08/29/2016	07/31/2017
		4.	Student attend STEM and College & careers classes	08/29/2016	07/31/2017
		5.	Evaluator measures accomplishment toward the goal.	08/29/2016	07/31/2017

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 061-901	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.

Denton ACE **Program Advisory Task Force** comprised of administrators, teachers, parents and members of the community will review Campus and District Improvement Plans (CIP/DIP) to become familiar with district plans and campus goals and identified needs to help student achievement. The purpose of the CIP/DIP is to guide district and campus staff in the improvement of student performance for all student groups. They are developed, evaluated and revised annually and will include the Denton ACE program. The Denton ACE project Director will present annual progress reports to these committees as well as the Denton ISD School Boards. He/she will request summary reports and hold monthly meetings with the instruction team in addition to visiting sites on a regular basis to ensure that all program activities are carried out according to grant guidelines. The director will gather feedback and data reports from the coordinators and offer recommendations for program improvements as needed. Feedback will be collected from the center staff, regular classroom teachers, parents, students and community agencies. The Advisory Committee will meet quarterly to review the grant progress. Each Denton ACE Center develop an **ACE Center Advisory Task Force,** consisting of the CIS Management Team, FES, parents, students and community members, who will meet on a regular basis to provide input and address concerns. A full time **Academic Liaison/Internal Monitor** will assess quality of instruction and monitor progress towards achieving grant goals. An **independent evaluator** will continuously evaluate the extent to which the program is being implemented as designed (**process evaluation**) and the quality of effectiveness of the program (**outcome evaluation**). The evaluator will follow the *Independent Evaluator Guide in the PRIME Blueprint.* Feedback will be utilized to make modifications in the program for the purpose of improvement. Assessment and planning meetings will be held monthly with center staff, the advisory council, and community partners.

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.

During the first year of the Denton ACE program an ACE Advisory Task Force will be formed and charged to develop a community outreach program and a process for sustainability. The Task Force will draw on key program advocates to develop strategies to support a sustainability plan and actualize the process. To ensure that the program would continue after the grant period, the Task Force and participating campus and district administrators will actively begin to look for funding sources to sustain the program over the long term, make better use of existing resources and partnerships and maximize federal, state, and local revenue. Denton ISD have successfully met numerous grant goals and developed strategies to support established programs. The grant advisory Task Force plans to ensure the sustainability of the ACE grant effort through careful planning. A plan for a capital campaign will be developed to actualize goals and strategies to acquire necessary program resources. **As the Task Force progresses in their sustainability program district administration will look at creative options for supplementing the after-school program by leveraging funds to maximize their potential.**

Annual timeline of working towards the sustainability plan. Year 1: build a solid base to boost the academic achievements of the students participating in the Denton ACE. A Plan/Do/Study/Act Cycle (PDSA) will be used to convert data to knowledge that, in turn, guides the after-school program in refining processes for continuous improvement that will be displayed in improved STAAR scores, academic performance in core subjects, reduction in risky behaviors, and an increase in basic skills of parents. Year 2: the PDSA cycle (which includes surveys of students, parents, school administrators, and teachers) will improve program activities. Year 3: The Task Force will involve community partners in a process of researching best-practice methods to sustain the ACE program. Fund raising strategies involving the community partners to establish an annual giving campaign and special events will be considered to generate funds. ***Grant funds will not be spent on any fundraising activities.*** The Task Force will present a **vision statement** for sustainability plans. An established annual giving campaign will attract the public attention and provide future funding sources. In the final year of the program Denton ACE Task Force and community

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Schedule #15—Project Evaluation

County-district number or vendor ID: 061-901 | 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.	**Quasi-Experimental and non-Experimental Design** Phase 1: Preparation	1.	Assemble stakeholder team (Campus, Grant and Community membership)
		2.	Hire a qualified local evaluator
		3.	Review and approve the Evaluation Strategy
2.	Phase 2: Planning	1.	Develop a Logic Model,
		2.	Develop and Evaluation Plan
		3.	Identify data sources and collection methods
3.	Phase 3: Implementation	1.	Prepare evaluations tools and methods
		2.	Collect Data: Qualitative and Quantitative
		3.	Data analysis and interpretation
4.	Phase 4: Reporting	1.	Interim Reports
		2.	Local evaluation/SC reports
		3.	Prepare final report
5.	Phase 5: Using results and disseminations	1.	Conduct stake holder meetings
		2.	Communicate Results
		3.	Disseminate to TEA and other 21stCCLC recipients

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.

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Descriptive Campus Level Data: Campus Level Data: Attendance by activity, Report card data, test score data, Discipline data, attendance data, teacher survey data, Campus CIP, Enrollment data, AEIS, STAAR data
Descriptive Grant Level data: CNA data, District CIP, Eco-Dis levels, Student Achievement data, discipline data
Achievement data: AEIS, STAAR, PIEMS, Pre and Posttests, Online Instruction, CIP
Surveys: Teacher, staff, parent and student surveys
Evaluation of Denton ACE will be conducted by an independent external evaluator with expertise in 21stcclc program. Through quarterly visits the external evaluator will assess program progress and provide oral and written feedback. Continual input from the various stakeholders will ensure quality in all activities and outcomes. The evaluator will conduct formative and summative evaluation based on the process outlined in PRIME Blueprint for Texas ACE. Evaluation will focus on assessing whether or not the activities are being implemented as planned to achieve grant goals and objective by incorporating CAN and utilizing program and district level data. The **external evaluator** will utilize formal and informal evaluation methods to assess program effectiveness, including pre/post-test surveys; online Likert-type scale surveys directed at students, staff and parents. A variety of methods will be used to gather both qualitative and quantitative data for the formative and summative evaluation (in compliance with FERPA) to assess the impact of program activities including number of participants, student attendance and student behavior data. The Evaluation Committee will use **expenditure reports, evaluation results and other data to identify and correct problems throughout the life of the project.** The intent of ongoing formative evaluation will be to assess the impact of project activities and provide information to improve the project. These strategies will include measurement of gains in student achievement of knowledge and skills, attendance data, as well as evidence of program impact on all stakeholders and objective performance measures that are clearly related to the intended outcome of the project. The grant team with assistance from the external evaluator will be charged with directing this process and will collect and analyze data obtained from the before and after school activities and STAAR scores and report findings to the district and campus leaders. The Program Director will share formative data in monthly briefings made available to the district leadership, Advisory Task Force, Principals, and the public utilizing FES and district website. Program staff will make sure the evaluator's suggestions and recommendations are implemented in a timely manner to refine, improve and strengthen the program.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 061-901	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.

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Activities: Denton ACE programs will provide intentional, research-based activities for 12 hours per week after school and 16 hours per week during the summer to students who are in most need of academic assistance. All activities will last a minimum of 45 minutes and will be based on campus-level data, student-level deficiencies, and student voice and choice feedback. Activities will align with TEKS and school day curriculum and will provide students with opportunities for enhanced learning in a safe, fun, and engaging environment. ***Research-based academic instruction*** will supplement and enhance school-day learning through structured homework completion, small group tutoring (1:6), and STEAM focused project-based learning. Innovative best-practices will include the integration of SMART goals (specific, measurable, achievable, relevant, and time-bound) and low staff to student ratios, which will ensure meaningful and substantive student interaction and engagement. Small group tutoring will be facilitated by a certified teacher at a ratio of 1 to 6 and will provide students in need of academic assistance with meaningful and substantive instruction in core subjects. ***Research-based enrichment activities*** will promote skill development and enhanced student engagement through character building activities, service learning activities, and behavior/counseling small groups (1:10). Innovative best-practices will include utilizing student Voice and Choice to guide activity selection and strategic involvement of parents and adult advocates to foster the development of social skills, self-esteem, and well-being. ***Research-based College and Workforce activities*** will promote college and career awareness through trips to college campuses, visits from community professionals, and activities that link students' dreams to future education and careers paths. Evidence-based best- practices will include utilizing the Texas College and Career website to encourage students to think about their interests, values, skills, and future goals. ***Research-based Family Engagement activities*** will provide support to parents and families of ACE students through adult education classes, including financial literacy, computer literacy, and parenting classes. Research-based best-practices include providing opportunities for leadership, building personal relationships through the Family Engagement Specialist, and collaborating with student activities to promote whole-family engagement. **Transportation:** Denton ACE programs will utilize the Denton ISD transportation department to provide safe and reliable bussing home for students participating in ACE programs during the Fall and Spring terms and free bussing for students to and from ACE centers during the summer.

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 Denton ACE Project Director, Family Engagement Specialist (FES), Academic Liaison/Internal Monitor and Site Coordinators will work together to disseminate information to the community about ACE programs. Due to the high population of families in the community who speak limited English or who have poor literacy skills, all communication will be available in English and Spanish and will be made available in print and/or audio-visual formats. Following the notification of grant award, CISNT will submit a press release to the local news stations and newspapers, including contact information about the CISNT ACE program and the location of each center. All forms of information will include contact information for the Project Director as well as a website address where families and community members can find further details about the program. Other forms of communication regarding the Texas ACE programs will include (in English and Spanish) flyers, emails, newsletters sent to parents from school, notification on school marquees, and postings in community centers and common neighborhood locations. Best-practices from current and previous programs indicate that face-to-face meetings are an effective way to get the word out about programs and to establish networks and trust-based relationships. The ACE Project Director and FES will attend school registration and open house events in order to interact directly with prospective participants, answer questions about the program, and disseminate information in a manner that is understandable and accessible. The Site Coordinator at each center will meet with teachers, staff, and administrators throughout the year to discuss how ACE programs can best serve students in need. The ACE Project Director and FES will also meet with community stakeholders, including public safety officials, local nonprofits, faith-based affiliates, university groups, and local civic organizations to promote awareness and involvement in ACE programs. Academic Liaison/Internal Monitor will visit sites and classes regularly and report finding to Program Director.

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

County-district number or vendor ID: 061-901	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.

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Direct academic services like Homework Help, STAAR/EOC-prep, General Academic Enrichment will provide students with extra time and assistance to complete assignments, gain skills needed to pass the state high stakes testing, and have additional time-on-task to expand their understanding of TEKS (Texas Essential Knowledge and Skills) related to the courses that they are taking. These items will improve academic achievement by providing services that are directly tied to the day-to-day academic items. The family service will increase the student academic performance in the following ways: The Family Engagement Specialist will work to increase the connections the parent(s)/family members of the students have to the campus. This linkage will greatly increase the "parents" involvement with the campus and their child's education. Conway and Houtenville (2008) stated, "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. Since our programs will be meeting specific family need, we believe that we can form a strong connection of the parents to the campus which will translate into the parents/families feeling welcomed at the campuses and therefore more involved in their child(ren)'s education. Student success depends on a blend of academic skills, good health, and physical and mental fitness. Black (2006) indicates that school-based physical activity may help improve students' grades and test scores and positively affect other factors that influence academic achievement. The Denton ACE fitness programs will promote positive life style choices that will increase the academic ability of the students by improving their general health and wellbeing. The linkage of the families to other social services providers will allow the families to have a more stable home life. The "Real World" extensions for the academic information taught in the regular day which the Denton ACE program is designed to do. When the class ends, students should be able to do more than just pass the final test. They should have gained knowledge in the subject, and they should see how that subject fits into the bigger picture that includes personal professional goals and relationships. Creative instruction is needed to help students see these links.

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.

Denton ACE program, in partnership with CISNT, will demonstrate effective resource utilization through the coordination of the following:

- **Federal**: Denton ACE will work in partnership with the Title 1 coordinator in Denton ISD to identify areas of programmatic partnership and areas of need. The National School Lunch Program will provide a free, nutritious snack to students after school and during the summer.
- **State**: Collaboration with the Texas Partnership for Out of School Time will ensure that programmatic implementation stays innovative and high- quality over the life of the grant.
- **Local**: The collaborative partnership between Denton ISD and Communities In Schools of North Texas (CISNT) will ensure that programs identify students who are most in need so public resources are put to the best use.

Denton ACE in coordination CISNT will integrate partners such as the University of North Texas, Texas Women's University, and the North Central Texas College as partners with the Denton ACE program, leveraging volunteer hours and community resources to enhance programmatic impact. Partnership with CISNT also ensures that ACE students and families have direct access to case management services through Dropout Prevention programs that operate during the school day. The University of North Texas Athletic Department will partner with Denton ISD and CISNT to bring multiple opportunities to students for college campus tours and sporting events such as basketball and football. These events are sponsored by the University so that the students and their families are able to participate free of charge. Partnership with Wells Fargo and Frost Bank will provide students and parents with research-based financial literacy curriculum and opportunities. Collaboration with the United Way of Denton County will ensure that Denton ACE families have access to free tax preparation assistance as well as a network of resources throughout the community. Barnes and Noble Booksellers provide hundreds of free, grade specific books to ACE students as part of their give back campaign.

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

County-district number or vendor ID: 061-901 | Amendment # (for amendments only):

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.

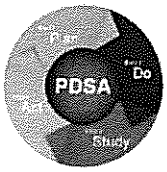
In an effort to meet the measures of effectiveness Denton ACE conducted a needs assessment survey. The survey items included the areas of safety, program design, activity selection, school day alignment, and family need for such a program. The results of these surveys were aligned to district assets. When creating the activities for the afterschool program, these results will provide a starting point and will be used as a planning tool when program leadership begins to meet with district stakeholders.

1. Performance Effectiveness Measurement: Denton ISD ACE program are based upon the goals and performance measures
established by TEA which will provide high-quality academic enrichment opportunities with the following outcomes:

- ✓ *Academic Performance*: 75% of regular ACE students targeted for academic performance will show improvement during year 1, as demonstrated by student grades, test scores, and classroom participation.
- ✓ *Attendance:* 75% of regular ACE students targeted for attendance will show improvement during year 1, as demonstrated by school day PIEMS reports and ACE program attendance logs.
- ✓ *Behavior*: 75% of regular ACE students targeted for behavior intervention will show improvement during year 1, as demonstrated on their case management plan, school report cards, and teacher assessment.
- ✓ *Promotion Rates*: 75% of regular ACE students will promote to the next grade following year 1, as demonstrated on their report card, teacher assessment, and student progress assessment.
- ✓ *Graduation Rates*: 75% of regular ACE students will show improvement on the path to graduation during year 1, as demonstrated by teacher assessment, student grades, and skill development.

2. Evidence Based Research: Scientifically based research supports the following activities to help students achieve academic standards: Small group tutoring by qualified teachers (National Dropout Prevention Center, 2005); Parent involvement (Civic Enterprises, 2010); Academic support and enrichment (U.S. Dept. of Edu. What Works Clearinghouse, 2010); Mentoring (Johnson & Lampey, 2010); Positive Behavior Interventions (National Dropout Prevention Center; Sugai, 2011) and Beyind the Bell, 3rd Edition Tools for School Improvement (NCREL, 2005)

3. Data Driven Evaluation Design: In February 2015, Denton ISD and CISNT completed a Comprehensive Needs Assessment (CNA) to determine the communities in greatest need for OST programs in Denton County. Documents reviewed during this process included the 2015 Denton County Community Assets and Needs Assessment, the Denton County Criminal Justice Plan, TEA District and School performance data, and School District and Campus Improvement Plans. Denton ISD also distributed a Community Needs Assessment Survey to gather information regarding the need and availability of OST programs. More than 2,162 survey responses were received from community stakeholders, school staff and administrators, parents, and students. Data from the CNA enabled CISNT to select communities with high levels of poverty, low performing schools, and relatively no access to OST programs, especially for low-income or working families. Denton ACE and CISNT will continue to analyze campus-level data, student-level deficiencies, and student voice and choice feedback to identify gaps of unmet student needs and develop effective strategies to address those gaps.



The Denton ACE program employs the Plan, Do, Study, Act (PDSA) cycle, to continually assess and improve delivery of program services and data is a critical piece of this process. The data collected from report cards, pre- and post-testing, STAAR scores, the Texas Academic Performance Report (TAPR), Response to Intervention (RtI), and the district's Skyward reporting system, in addition to the program data collected through TX21st and regular monitoring such as campus and activity walkthroughs, are all used in the planning process. By gathering information from a variety of resources, the program staff can closely monitor progress that is made and use this data to plan for future improvements.

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

County-district number or vendor ID: 061-901	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.

For priority points, Denton ISD will partner with Communities in Schools of North Texas (501c3) non-profit community based organization to facilitate 8 high-quality ACE centers in Denton. Denton ISD will serve as the fiscal agent. As the management entity, CISNT will manage the daily operation and implementation of ACE program under Denton ISD direction. Denton ISD will provide each ACE center with a secure work space for the full-time Site Coordinator and safe and consistent program space for OST programs. Campus administrators will also provide daily oversight and support to ACE program staff, including recommending students who are most in-need of academic assistance, cooperating during interim and annual evaluations, and providing access to relevant campus and student data. In return Denton ISD and CISNT ACE programs will provide high-quality OST programs and activities that will improve district outcomes in academics, attendance, behavior, promotion and graduation rates. Denton ISD and CISNT have agreed on and signed a Memorandum of Understanding, outlining the partnership details, including the roles and responsibilities of each organization.

The Denton ACE program plans to partner with several community organizations and state agencies to carry out programming objectives. The frequency of these partnerships ranges from daily to occasionally. Our partnership with the Adult Education and Literacy grant through the Texas Workforce Commission provides adult education opportunities in the form of language acquisition and GED classes to parents. The United Way of Denton will offer parents Income Tax preparation services. Area faith based organizations serve as partners to Denton ACE by both adopting campuses and hosting a large back-to-school event for program families. AgriLife serves as partner to Denton ACE by offering free programs for adults, particularly concerning the area of nutrition. The fire departments, police departments, and public libraries serve as partners to our grant, providing educational programming for family events on topics such as safety (Rad Kids), youth development (DARE), and literacy (library tours and activities).

The Denton ACE program is fortunate to count on many partners throughout our community. Denton ISD and CISNT have established partnerships with area CBOs, to provide evidenced-based family engagement classes and in-kind support to ACE parents and students, based on need. Both organizations have also established a network of support throughout Denton County, including the United Way of Denton County, Serve Denton, Vision Ministries, the Village Church, the University of North Texas, Texas Woman's University, Robson Ranch Kiwanis Club, Grandparents in Public Schools, Denton Area Teachers Credit Union (DATCU), and others who have committed to provide support and resources for ACE program throughout the life of the grant. All partners, contractors, and service providers will design program activities to specifically address individual campus needs, including providing all materials and activities in Spanish to meet the needs of those families who have limited English proficiency.

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

County-district number or vendor ID: 061-901	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 CNA revealed risk factors impacting immediate and long-term student growth and achievement. There are high numbers of students with families that are unable to provide afterschool care (i.e., homework assistance, supervision) due to long work hours and program costs. **Academic Concerns:** A majority of the students are severely behind in meeting expected growth benchmarks in critical ELA and Math skills for the new state standards. Students lack access to computers and high-speed Internet at home and there are limited resources to engage in advanced science, computer technology, engineering and mathematics. Another concern is the lack of time and resources to integrate the arts into the school day, especially for struggling students that spend their extra time in remediation. Students who study art are 4 times more likely to be recognized for academic achievement and 3 times more likely to be awarded for school attendance (USDOE, National Center for Statistics). **Health Concerns:** Likewise, physical exercise and health information is needed. According to the County Health Rankings Denton county received lower rating for physical environment including air quality, recreation facilities, healthy food, fast food outlets). The United Ways of Denton County identified overweight and obesity in their Needs Assessment study conducted in 2011. Over 17% of adults and 11% of children lack insurance in Denton County. 1 out of every 5 adults are obese and 2 out of 3 are overweight or obese mainly due to poor nutrition and the lack of physical activity. Up to 29% of children in the county have a BMI that is too high (Cooper Institute, 2009). **Limited Resources**: Supervision of children during non-school hours, especially for the upper elementary and middle grades, is a challenge for parents. Programs to expose students to project-based Science, Technology, Engineering and Math (STEM) learning opportunities and higher education are limited in the communities surrounding Denton ISD. The providers that are available typically charge fees that are cost restrictive and offer services that are not tailored to meet academic enrichment needs that cover STEM, college readiness and individualized skill gap recovery/homework needs. Most of the campuses in Denton ISD provide their own fee-based afterschool programs, with long waiting list due to limited space for students enrolled in their schools. Activities in the school's existing program are limited to homework help. **Needs of Families:** There are strong family ties at DISD; thus many parents are committed to seeking a "better life" for their children through education, an opportunity they did not experience. Parents work long hours in various low paying positions in food service, retail, and healthcare. 35% of parents state that they are not familiar with the types of health care services available in Denton County. Suicide rate among adolescents is a growing concern (DCHD, 2011). 7% to 12% of children in Denton County have mental health problems including behavior problems, learning difficulties and developmental delays (Center for Community Health, 2010). Up-to-date technology resources such as computers, tablets and Internet are a challenge for struggling families. Costs of aftercare programs or quality summer programs are difficult to afford, especially for upper elementary children. The survey results also indicates that parents would benefit from learning more about the new Texas State standards, obtaining GED, learning English language, computer skills, and the high school and college admissions process.

Strategy to Close the Gaps in Services: The Denton ACE program specifically targets each area identified in the needs assessment: (1) Academic Remediation/Homework to address student academic progress: (2) STEM to address science deficiencies and minority exposure (3) Career and college exposure to assist with risks of first generation college: (4) Nutritional and physical education to address obesity rates and poor health outcomes: (5) Literary, Visual and Performing Arts education to address the lack of opportunities for creative expression and academic enhancement through the arts: and (6) Parent services to address educational levels and parenting knowledge. Considering the needs of the targeted population, the Denton ACE program will not only help improve student achievement, but it will open doors to experiences and opportunities that are often not available for disadvantaged students and their families.

***Strategy for* Academic Deficiencies**: Develop innovative, research-based academic instruction and enrichment activities based on campus data, student needs and student input. Intentional recruitment of students most in-need will ensure that programs are efficient. Consistent evaluation and assessment will ensure that programs are effective.

Strategy to Address Poverty: Provide no-cost OST programs at 8 schools with high levels (42-89%) of economically disadvantaged students and provide safe, dependable bussing for students to/from programs.

Strategy to Address Poor Parent Engagement: Utilize a qualified Family Engagement Specialist to coordinate with community stakeholders and organizations to provide need- based literacy and educational development activities at no-cost to parents of ACE students.

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

County-district number or vendor ID: 061-901 | 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.

In partnership with CISNT, Denton ISD will be able to incorporate the methodology and best-practices of Communities In Schools programs, which have been evaluated and endorsed by the Texas Education Agency as the only program operating statewide that both reduce dropouts and increase on-time graduation rates. Denton ACE activities will be intentionally designed, based on need, to align with TEA's **Critical Success Model (CSM),** which includes four Critical Success Factors and corresponding milestones, aimed at improving academic achievement.

CSM 1: Utilize innovative instructional techniques for academic and enrichment activities to encourage student and parent participation and engagement in learning. Denton ACE will align activities with TEKS and school day curriculum to ensure that they provide enhanced learning opportunities. Innovative techniques based on researched best-practices, such as Small Group Tutoring (ratio of 1:6) will ensure meaningful and substantive student instruction and engagement, leading to improved student academic achievement (Center for Prevention Research and Development, 2009).

CSM 2: Provide opportunities for students to be involved with an adult advocate, to encourage involvement in school. Denton ACE will provide opportunities for one-to-one mentorship and parent engagement activities to promote student's increased sense of belonging and academic achievement (US Dept. Ed. WWC, 2006; Johnson, 2010).

CSM 3: Conduct ongoing student assessment to revise and improve targeted services provided to students. Denton ACE will conduct ongoing assessment of campus and student data, parent and student surveys, and input from mentors and adult advocates (based on SMART goal-setting). Consistent collaboration with school administrators and intentional activity design will provide a holistic perspective on student need and help to improve student academic achievement (Yohalem and Granger, 2013; Nafziger & Ferguson, 2013).

CSM 4: Provide required and ongoing opportunities for staff development and training, which will be implemented in ACE programs. Denton ACE will provide opportunities for key staff to attend all required trainings. Staff members will bring knowledge back to Denton ACE programs to improve program and activity effectiveness. Ongoing development opportunities will provide a basis for program adjustment and improvement, as well as ensure that activities produce multiple benefits for students (CASEL, 2007).

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.

The Project Director will work with Communities In Schools, Denton ISD Foundation, DISD Communications Department, community partners and faith-based organizations to provide opportunities for parents and community members to provide assistance in the ACE program and reduce the cost of programming.

Senior Volunteers in ACE Program: Senior volunteers can be a cost-effective resource as effective mentors and adult advocates for students in need of additional support. Research-based best-practices support the use of Intergenerational-learning to enhance student social skills, increase self-esteem, and increase daily attendance (Marmillion & Rose, 2013). Seniors participation and support for ACE program will allow Denton ACE to effectively increase adult advocacy for ACE students, which can lead to increased student engagement and sense of belonging in school. Denton ACE will utilize senior volunteers to maximize the program's impact on students. Seniors will be encouraged to volunteer as 1 to1 mentors and will be assigned to students based on need and compatibility.

Outreach, Screening, and Involvement of Qualified Seniors: CISNT currently recruits senior citizens and other volunteers from Grandparents in Public Schools, the Robson Ranch Retirement Community, and local Rotary and Kiwanis Clubs throughout Denton County. Denton ACE will also contact CBOs, corporations, faith-based organizations, and institutions of higher learning to disseminate information about mentoring opportunities with ACE programs. All volunteers who participate in ACE programs will undergo a criminal background check in order to ensure the safety of the children served in the program. After potential volunteers pass their background check, they will attend a volunteer orientation and volunteer training before they are assigned to a campus. Volunteers will be supervised by the ACE Site Coordinator, who will document and monitor their involvement with the ACE program as well as their hours of service.

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

County-district number or vendor ID: 061-901 | 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.

☒ **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.**

Denton ISD grant administrators continually remain focused on sustainability throughout the duration of the grant funded programs and projects. DISD grant staff view grant funds as the incubator or start-up funds but look to the community and other sources for long term sustainability such as entrepreneurial business venture, fund campaigns, gift program, corporate sponsorships employer based fundraising, and other government funding opportunities to ensure continuation of federal and grant funded programs after the initial funding. To the extent possible, DISD Board of Trustees will assess program's merit for sustainability based on district priorities, supportive data, and target audience, detailed assessment of activities and services that achieved desired outcomes upon the termination of the grant funds. In fact, we have already established this precedent on several of our former 21st CCLC sites who no longer receive grant funds. Some of our most successful techniques include fee-based Extended School Day programs. We have also partnered with local nonprofits and faith-based organization in the area to sustain the most impactful parts of our program such as mentoring and tutoring at several of our elementary schools.

DISD is also cognizant that most successful afterschool programs have numerous broad partnerships between the school and community to ensure sustainability. These community partners must bring services, resources and expertise that will sustain the programs after grant funding terminates. To successfully develop plans for continuing and expanding the DISD ACE, district and community leaders and program staff and will engage in a thoughtful and coordinated sustainability planning process. Each campus will have a working group that can address funding needs and mobilize others to attract the necessary resources. These groups will consist of school leaders, teachers, parents, students and community stakeholders. Our plan for sustainability will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and resources, and the development of a sustainability plan. A Community Task Force (CTF) will be formed to assist in program governance and generating **sustainable funding**. DISD has developed strategies that complement the TEA's overarching goals and objectives that ultimately contribute to **sustainability**. Our plan for sustainability will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and resources, and the development of a sustainability plan. Our sustainability plan will include an active and careful examination of the following approaches to seek effective and long-term avenues to ensure that the program continues beyond the grant period: **Making Better Use of Existing Resources, Maximizing Federal, State, and Local Revenue, Creating More Flexibility in Existing Funding Streams, Building Public-Private Partnerships, Generating New Dedicated Revenue.** Additionally, we plan on marketing our program services throughout the community by hosting activities, distributing bilingual brochures, attracting local media attention, and facilitating site visits for key community stakeholders. These efforts will build strong community support for the program. Also a CTF sub-committee will be formed to assist in generating sustainable funding.

An annual **timeline** for sustainability for years 1-3 and beyond is outlined below:

Year 1: Form a GTF subcommittee examining and researching best-practice sustainability models.

Year2: The CTF subcommittee develops a vision statement for our sustainability plan, identifies key benefits of the project to the community, designates key program partners, and establishes a communication process to keep partners informed. The CTF will have communication mechanisms in place, and advocacy tactics and targets identified and approach Program advocates and begin the campaign for sustainability started and secure key partnerships secured. Plan to replace 5% of annual grant funding.

Year 3: Plan to replace 5% of annual grant funding.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 061-901 | 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.

Denton ACE will form a Grant/Community Task Force to aid with the design of strategic plan for the project. The Task Force shall consist of members who are reflective of the community in terms of gender, race, and ethnicity; the Task Force shall representing agencies, businesses, and members of other youth programs, school district, parents, and students. Both the Project Director and a member of the school district served by the program must serve on the Task Force. Critical to the success of any community program is **ongoing communication** among the stakeholders. **Feedback and recommendations** will be collected on a regular basis from parents, community leaders, students, faculty members, local agencies, and the project partners. Participating Denton ISD schools have Site-based Decision-Making (SBDM) committees consisting of parents, school staff, community members, law enforcement, and students. These committees focus on issues such as school improvement plans, extended learning, academic success, community and parent involvement, and business and corporate involvement within that community. SBDM committees will contribute to the planning, implementation and evaluation of the individual school's Denton ACE program at each center. The committee has provided insight into the local communities' perspective about the services provided by the centers. **The evaluation of the project will incorporate continuous feedback from the Grant/Community Task Force.** These GTF leaders represent the community as a whole and will observe the eight centers as one entity, providing recommendations on how to meet the needs of the diverse populations within the Denton ISD service delivery area. The GTF also will make recommendations on additional agencies and businesses that can assist with the project as it progresses and moves towards **sustainability**.
The planning for the Denton ACE program has included **involvement from many diverse groups of stakeholders**, who focus on key factors and considerations in providing out-of-school time programming. Leaders from each campus consisting of students, family members, teachers, administrators, parent organizations, and community partners from each campus have completed brainstorming sessions to identify the areas of highest need and strategies were developed to best **address the identified needs**. These planning meetings have involved numerous stakeholders during the proposal development process and will be further expanded once notification of the grant award is received. **Ongoing stakeholder input and feedback is a key component to achieving the stated goals and objectives.** Each campus will hold a forum at least once per semester to update the community on program outcomes, solicit feedback, celebrate achievements and develop solutions to barriers.

As part of the planning process, a number of community partners have agreed to support the ACE program by pooling resources and providing services to student and their families and **to create awareness, monitor program effectiveness and ensure sustainability** beyond the grant funding. Additionally, other community entities and faith-based organizations were identified by stakeholders during planning meetings and will be invited to participate in planning activities. Staff will work to bring the community into the center as program resources for student enrichment.

Organization	Roles an Contributions
United Way of Denton	Provides sustainable funding * Involvement in recruiting mentors to serve in ACE programs * Provides VITA Tax Preparation assistance to ACE parents
Denton Benefit League	Provides sustainable funding * Advocates for student needs
Kiwanis & Denton Rotary Clubs	Recruits volunteers for ACE programs * Advocates for student needs
University of North Texas & Texas Women's University	Fuels volunteer pipeline * Partners for college tours * Athletic Department provides access to football and basketball games for ACE programs
County and City of Denton	Provides sustainable funding * Advocates for student needs
Wells Fargo, Frost Banks & Denton Area Credit Union	Provides financial literacy curriculum for students and parents
Adult Education & Literacy	Provide Basic Literacy and ESL and Civics Interuction
Serve Denton	Program Promotion and Outreach
The Village Church	Program outreach * Family Recruitment * Student and Family Social Services

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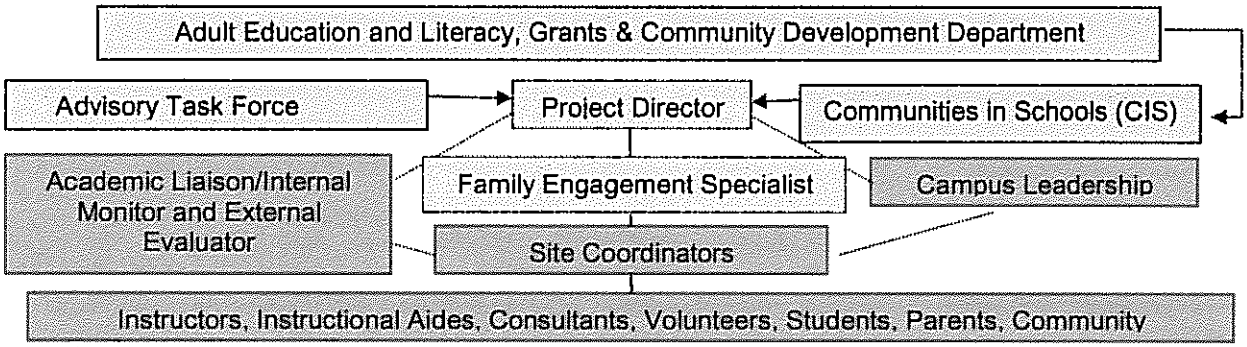
Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 061-901	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 project 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 project will be overseen by Dr. David Gerabagi, Director of Extended School Day, Adult Education & Literacy, Grants and Community Development with over 27 years of administrative, grant management, supervisory, educational and evaluation experience. A project director with 21st CCLC experience will be hired to oversee the program on a regular basis to ensure that all components are in place, gather feedback, and offer recommendations for improvements. Feedback will be collected from the center staff, regular classroom teachers, parents, students, community leaders, and community agencies. All collaborating partners will contribute to the feedback process and include students, teachers, parents, organizations and community partners. The Project Director will see that the **Task Force** meets on a regular basis to provide input and direction for the Denton ACE project. The Project Director will work with the superintendents to assure that the Denton ACE project is incorporated into the Campus and District improvement plans. A campus specific administrative team consisting of the Project Director, Site Coordinator and campus principal will meet monthly to coordinate and supervise the after-school program at each campus. The team will use feedback to make sure that grant guidelines are followed and that goals are being met. Each campus will have a **Site Coordinator** that will assist the Project Director and Task Force in collaborating with community based organizations to establish new partnerships that will help sustain the program. The Site Coordinator runs the day-to-day operation and will work closely with the Project Director to collect and enter the required data into the ACE Tracking program for TEA reporting.

Organizational Chart Representative of Each Denton ACE Program



In collaboration with each Campus Education Improvement Committee, the Site Coordinator will conduct a thorough campus needs assessment to identify needs at each campus. The Site Coordinator will be responsible for planning and implementing academic assistance, enrichment, family and parental support services, and college and workforce readiness activities. The Site Coordinator will inform parents and community about services offered through the Denton ACE program, maintain the relationship with the formal educational process, and link school-day homework information and TEKS strategies with Denton ACE staff. A full time **Family Engagement Specialist (FES)** will work closely with the Project Director and Site Coordinators to encourage families to participate in their child's education and strengthen the skills they need to ensure their children's success in school. The FES will coordinate family engagement strategies for each Denton ACE center and assist in conducting needs assessments to determine the types of activities families need and want. An **outside evaluator** will be contracted to continuously monitor and evaluate the extent to which the Denton ACE program is being implemented as designed (process evaluation) and the quality of effectiveness of the program (outcome evaluation.) Feedback will be used as part of the Plan/Do/Study/Act Cycle to convert data to knowledge that, in turn, guides the after-school program in refining processes for continuous improvement that will be displayed in improved STAAR scores, academic performance in core sub-jects, reduction in risky behaviors, and an increase in basic skills of parents. **ACE instructors and volunteers** will carry out day-to-day teaching and hands-on work with the students. The Site Coordinator will routinely meet with the instructors and volunteers to make sure specific objectives and student needs are being met. The Project Director and Site Coordinator will ensure that instructors and volunteers receive appropriate professional development to accomplish grant goals. A low teacher student ration will be maintained.

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

County-district number or vendor ID: 061-901 | 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: Borman Elementary**		
9 digit campus ID#	061901111	**Distance to Fiscal Agent (Miles)**	**3 miles**
Grade Levels to be served (PK-12)	2-5		

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:	125
Number of Adults (parent/ legal guardians only) to be served:	60

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: Ginnings Elementary**		
9 digit campus ID#	061901110	**Distance to Fiscal Agent (Miles)**	**2.6 Miles**
Grade Levels to be served (PK-12)	2-5		

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:	125
Number of Adults (parent/ legal guardians only) to be served:	60

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: 061-901 | 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: Rivera Elementary**		
9 digit campus ID#	061901108	**Distance to Fiscal Agent (Miles)**	**2.2 miles**
Grade Levels to be served (PK-12)	2-5		

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:	125
Number of Adults (parent/ legal guardians only) to be served:	60

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

Center Number: 4	**Center Name: Cross Oaks Elementary**		
9 digit campus ID#	061901125	**Distance to Fiscal Agent (Miles)**	**11.4 miles**
Grade Levels to be served (PK-12)	2-5		

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:	125
Number of Adults (parent/ legal guardians only) to be served:	60

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: 061-901 | 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: 5	**Center Name: Pecan Creek Elementary**		
9 digit campus ID#	061901116	**Distance to Fiscal Agent (Miles)**	**6.5 miles**
Grade Levels to be served (PK-12)	2-5		

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:	125
Number of Adults (parent/ legal guardians only) to be served:	60

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: 6	**Center Name: Stephens Elementary**		
9 digit campus ID#	061901123	**Distance to Fiscal Agent (Miles)**	**8.1 miles**
Grade Levels to be served (PK-12)	2-5		

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:	125
Number of Adults (parent/ legal guardians only) to be served:	60

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: 061-901 | 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: 7	**Center Name: Wilson Elementary**		
9 digit campus ID#	061901109	**Distance to Fiscal Agent (Miles)**	**2.3 miles**
Grade Levels to be served (PK-12)	2-5		

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:	125
Number of Adults (parent/ legal guardians only) to be served:	60

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: 8	**Center Name: W.S. Ryan Elementary**		
9 digit campus ID#	061901113	**Distance to Fiscal Agent (Miles)**	**5 miles**
Grade Levels to be served (PK-12)	2-5		

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:	125
Number of Adults (parent/ legal guardians only) to be served:	60

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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County-district number or vendor ID: 061-901	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				

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: 06-9011 | 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.

Denton ISD ACE grant plans to serve a total of 1,000 students at the eight participating centers and 480 adult family members. These numbers were derived based on our past 21st CCLC experience and new grant 45 day requirement, the actual enrollment in the participating campuses, and in consultation with participating campus principals, counselors and based on examination of PIEMS and AEIS data and number of economically disadvantaged students at each participating campus who might be at-risk of failure. These numbers were reviewed by DISD administrative staff and campus leaders to ensure accuracy and that they would be easily achievable without compromising quality. The number is reasonable, due to low enrollment at the two elementary campuses, given the program attributes and potential barriers, to maintain and provide a lower teacher student ratio, and ensure quality and individualized programming.

Recruitment: DISD ACE will primarily target Tier II and Tier III students who attend schools eligible for school-wide programs under section 1114 and the families of such students. Denton ACE will employ a variety of **methods for recruitment**: Letters will be sent home to families of potential participants. If necessary, DISD will advertise through newspaper or television ads, newsletters, fliers, or other school-based bulletins and referral from project partners. DISD will host an after-school program aimed at primarily targeting students in need of academic assistance at the school facilities, which will begin no later than September 6, 2016. Benchmarks, 6-week grades, and TAKS scores will be utilized as a guide to determine target population selection. Upon funding, bilingual flyers will be distributed to children to take to their parents notifying them of the expanded learning opportunities available. Flyers will be posted at doctor's offices, churches, businesses, and local community organizations. The Project Director, the Site Coordinators and Family Engagement Specialist 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 of each student. School staff will contact parents of eligible students to encourage them to enroll their children in the program. A completed application form will include a parental signature which

1) Gives the student permission to participate;
2) Documents the parents' 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.

Retention: Students who have had little or no success in school in the past need ways to mark success sought so hard for as adults. Providing a positive, supportive, caring, age-appropriate and safe environment with the students /adults involved in the learning process will be a key factor in ensuring regular attendance. (Foundations.org, 2012). Making each students particularly adult students feel welcome and valued, making each class meaningful and worthwhile, providing a position role model (mentors and making each student believe in a positive personal future will ensure students retention. Recognition for accomplishments, no matter how small, is very important in the success of students and particularly adult learners and be incorporated in the program design. Appropriate retention strategies will be implemented to ensure that the students remain in the program long enough to achieve academic success.

Denton ACE will address the following factors to ensure retention: Provide a supportive and safe learning environment, provide appropriate support services to reduce barriers in participation, implement instructional strategies that foster personal growth and self-esteem, recognize the learner's progress, and invite students to participate in the program planning. Students will be provided a variety of services that enhance academic, cultural, social and real life experiences while attending the program. Additionally retention will be addressed by providing support services for families such as childcare and transportation to assist with retention and ensure attendance. These measures will result in increased instructional hours for adult family members and students.

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County-district number or vendor ID: 061-901	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.

Each center will house a full time site coordinator, along with part-time academic and enrichment support staff. We will provide a **consistent** schedule of **weekly** activities for program participants (students and adult family members) which will be included in the **Center Project Plan** as follows: A minimum of **37 weeks** per year (including summer), minimum of 12 hours per week, 4-5 days per week for the fall and spring term. Summer Program: minimum of 4 hours per day, 4 days per week, **for 6 consecutive weeks.** The **Center Service Delivery Plan** will include developed activities based on the **Four-Component Activity Guide** leveraging resources with campus and community partners, and reporting output and outcome measurements therefore providing students with a bridge between the regular- and after-school days.
Before-school Program: (same days as after-school program) 7:00 – 8:00 a.m. Before school, students will have an opportunity to complete homework assignments with help from school personnel, have access to the computer lab to finish assignments and use skill building programs\ and have a nutritious breakfast through the school lunch program.
After-school Program: Begins no later than September 4 and be 37 weeks per year (including summer). After school, students will have transition time, including a nutritious snack from the school lunch program.
M–Th 3:00 - 4:30 p.m. Check-in/snacks, homework assistance, tutorials, extended Learning Activities in reading, math
M–Th 4:30 - 6:00 p.m. Transition to Enrichment Activities: variety of programs, speakers, and workshops
Summer Program: will be offered for **6 consecutive weeks** during the summer months of May - July for four hours each day, Monday – Thursday, 9:00 a.m. – 1:00 p.m. The summer program may focus on specific academic needs as highlighted by summary reports and STAAR results and address academic acceleration, STAAR remediation, English as a Second Language classes, high-interest enrichment activities and TEKS related skill building to ensure that all students will be able to perform at or above grade level in all academic areas.
Adult Program: The FES will work closely with DISD Adult Education and Literacy program with expertise in serving the adults. Flexible schedules with classes such as English Language Acquisition, GED, Computer Skills, Reading/Family Literacy, and Financial Planning will be offered to parents of participating students.

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.

DISD is very keen on student safety and have put comprehensive processes in place to ensure that DISD students are able to learn in a safe and caring environment. The Denton ACE program will obtain necessary parental consent for students to participate in the ACE program and will ensure that a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation. Each center will have a sign-in and sign-out procedure for all students. Site Coordinators will sign in all students and verify that all students are accounted for. **Participating ACE students will be required to sign in upon arrival** at the program and parents will be asked to notify a staff member when a child is leaving early. Parents will be given a distinct card with the program logo, student name, and school name clearly indicated. Parents will be required to present this card to program staff for the release of the designated student. Parents will provide the program the names of all persons authorized to pick up their children. Persons not listed as authorized to pick up will not be allowed to check out a child. Students will be dismissed from the school day and will proceed to the designated location for their ACE program that day. Attendance will be taken at the beginning of each class by the designated teachers in the classrooms. If there are multiple classes within a program day the students will be escorted by their teachers to the next class location and the attendance record process will be repeated for the new class. At the end of the programming day the students will be escorted by their teachers to the designated location at the school for parent/guardian pickup. In the event that a parent/guardian/authorized adult fails to bring the card a photo ID must be produced that identifies them as one of the recognized adults allowed to pick up the student as listed on the program registration form. In the event of an early dismissal the parent must check in with the designated front office attendant to sign out the student. The parent will need to provide photo ID and sign out the student on the program early dismissal form, listing the date, time, student's name, and adult's name (all of which will be verified by the office attendant). The student will then be escorted by the designated program staff member from the class location to the office where they will be released to the parent.

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

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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.

Although Denton County boasts low unemployment rate to the rest of the state, the underemployment of residents around the proposed centers reflects a clearer picture of the true needs of families. A large number of students at the eight proposed centers have been identified as living at or below the poverty level and receive free or reduced lunch. Children in these families have few resources to enhance their academic achievement in the home. Many of the parents are poorly educated themselves.

In preparation for this grant, DISD conducted a comprehensive needs assessment of the community and selected the schools most in need of out-of-school time services. DISD held several meetings among district administrators and campus principals, teachers, community organizations, and parents. Across all racial lines, issues were raised concerning limited opportunities based on economic and community standing, with an overriding concern about extra-curricular activities and financial obligation required to participate. A report from **Fight Crime: Invest in Kids (Newman, Fox, Flynn, & Christeson, 2000)** confirms that children are most likely to experience violence or participate in risky behaviors—such as using drugs or alcohol during the afterschool hours. The youth sent to the Texas Juvenile Justice Department (TJJD) are the state's most serious or chronically delinquent offenders. (Source Texas Juvenile Justice Department, 2011). Underlying reasons for these behaviors often deal with personal, social concerns and poor self-esteem, family problems, pregnancy, unresolved grief, neglect or abuse. The project will provide extended opportunities for learning in a safe and drug-free environment, which will result in reduced incidents of risky behaviors and violent offenses by students and improved academic achievement that meets and exceeds local and state standards. The Denton ISD will partner with JJAEP and Denton County adult probation services to provide parenting skills and education to adults who are parents of children between the ages of 6 and 17 years of age and are at risk of entering the juvenile justice system. The FES will implement a school based truancy prevention and early intervention program in partnership with **Communities In Schools.** The project will target children and youth who are at increased risk of delinquency, truancy, dropping out of school or referral to the juvenile justice system. The program will also initiate the "Leadership Institute" to provide mentoring, team-building, computer and technology training, outdoor activities to adolescents. Parents and community members will be given information by district counseling department and the City Police regarding bullying, drug abuse, signs, symptoms, and ways and resources for dealing with drug, gangs and violence related problems. Students will receive prevention training, violence resolution methods, and practical ways to deal with everyday situations with drugs and alcohol. DISD has designed an effective dropout reduction program that includes critical components that will guide and improve successful implementation. The counselors will work closely with the students and help them stay in school or find alternative means of completing their education. They will identify at-risk students of not graduating with their age peers due to failure of one or more sections of the STAAR. High absenteeism and Disciplinary records will be considered as additional indicators of needed intervention.

Cognizant of meeting **Principles of Effectiveness,** Denton ISD and CISNT will ensure that high quality academic enrichment activities support the mastery of the Texas Essential Knowledge and Skills and are aligned with the school day curriculum that are based upon scientifically-based research and best practice that will help students meet the State and local student academic achievement standards. Program participants will be encouraged to attend the full, comprehensive program, and the project will design activities and adopt practices that support regular, sustained participation in order to show maximum academic gains. **Efforts will be made to effectively coordinate activities with regular school day calendar and design programs that align with the regular school day curriculum in order to meet the academic needs of the students served.** The Denton ACE will provide integrated after school academic tutoring conducted by certified teachers and professional staff in math, science, reading, writing, social studies, and computer literacy, before and after school enrichment programs, weekend and summer activities, club activities, counseling, drug and violence prevention, mentoring, nutrition information, parent and community programs.

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

County-district number or vendor ID: 061-901	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.

Denton ACE will ensure that program activities will be based upon an assessment of objective data regarding the need for before and after school programs; an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and scientifically-based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

Denton ACE will utilize the NWEA (Northwest Educational Association) system of objectively determining student academic need and growth that are aligned to the TEKS. This system allows each student's academic strengths and weaknesses to be determined and then use the various IT-based programs to meet each student's needs (Cronin, Dahlin, Durant, & Xiang 2010). This overall system allows the 21CCLC programs to provide instruction to students in a manner that extends the regular day.

The program will be supervised by qualified individuals and appropriate supervising adult to **student ratio (22 to 1)** will be maintained. **Small-group instruction** will be designed to provide intervention and accelerated learning for **students at risk of academic failure**. Strategies and activities will be modified and adapted to accommodate **individual instruction** when it is deemed as best practice based on the activity type. Brain research has revealed that children are most able to learn at early ages from years three through thirteen. If their learning experiences are enhanced during this period, the probability for future academic success is increased significantly. Also, research has shown that students who are experiencing significant academic difficulties in grade four will likely continue a pattern of difficulty marked by academic failure, truancy, and eventual dropping out. Our focus is to intervene in the primary grades to prevent this pattern of school failure and to achieve the goal of reading on grade level by age 8.

The **reading, science and math** components will be identified as the Denton ACE Book, Math, and Science/Technology Clubs respectively. These clubs will be offered daily depending on the age and characteristics of the students. In the ACE Book Club, teachers will engage students in a variety of research-based reading strategies that have proven to be successful. The reading/literacy design will be based on the nationally recognized and extremely successful program that was developed by Dr. Robert Slavin at John Hopkins University. Students will be encouraged to dramatize literature selections as well as write stories, poems, and critiques of books. Cooperative learning or teams will increase students' motivation and engage students in cognitive activities known to contribute to reading comprehension, such as elaboration, summarization and rephrasing. Students will keep journals and illustrations of the books they read. Children's literature books will be made available for students and parents check out. Students will use computers to compose original stories and to keep journals.

The **math** component will focus on engaging activities that build not only basic skills, but involve students in problem-solving and real-life applications. In the Science/Technology Club students will have the opportunity to strengthen their individual skills by using I-Station and Accelerated Math, educational software applications that evaluate each child's skill level and builds a program especially for that child. Thematic units will be used to promote the understanding of how math relates to real world problems. Students will also be required to design some problems of their own for other teams to solve. Math games and problem- solving books will be available for individual self-development. Students in middle schools are now required to take pre-algebra, which necessitates that elementary students have a strong math background prior to grade seven.

The **academic component** of the after-school program will be integrated with the regular school program and will consist of TEKS- based instruction. Integrated units will be taught through non-traditional methods, which are fun, engaging and focused on real-world applications.

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

County-district number or vendor ID: 061-901 | 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.

Denton ISD and CIS strongly believe that parental involvement, regardless of income and education level, is a decisive resource influencing students' academic success **(Shaver, A. V. & Walls,1998).** Students who have involved parents tend to do better in school and have a much better perspective on education and its role in securing a brighter future.

Denton ACE has budgeted for a full-time Family Engagement Specialist (FES). The FES will encourage family and parental involvement and will provide home visits and ongoing educational programs to immediate family members. **The FES** will work closely with Denton parent organizations (i.e., PTA, and Site-Based Decision Making Committees), to market the program especially targeting parents of children enrolled in the 21st CCLC program. Additionally, Denton ISD has in place a Family Connection Center (FCC) that provides parents of the targeted Denton ACE students with opportunities for literacy, accountability education, educational development and related workforce readiness. The district has also been awarded the Adult Education and Literacy grant by the Texas Workforce Commission and the United Way programs which primarily focus on providing services to families and Adult family members and their children. Both programs have agreed to coordinate their services with Denton ACE program. **DISD EL Civics and the United Way program coordinators and the ACE Family Engagement Specialist** will take the lead in providing training, technical assistance and expertise in serving the adult and family members. Denton ACE plans to house the project director, family engagement specialist, Academic Liaison/Internal Monitor and one administrative staff at the administration office and provide them with office space, telephones, fax machines, copiers, etc., to facilitate supervision, accessibility and a cost effective and successful operation.

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.

The Project Director, the Site Coordinators and the FES 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 of each student. School staff will contact parents of eligible students to encourage them to enroll their children in the program. A completed application form will include a parental signature which **1)** gives the student permission to participate; **2)** documents the parents' 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.

To assist with the **recruitment,** the FES will create a PowerPoint presentation, based on the **PRIME Blueprint for Texas ACE materials,** for public speaking and school orientation. Flyers will be distributed to children to take to their parents notifying them of the expanded learning opportunities available to them. Flyers will be posted at churches, businesses, and local community organizations. For all English speaking parents, information will be addressed through a combination of methods to include: local newspapers, school marquees, announcements, web sites, Facebook, and through program awareness events provided by our local community-based partners. Meetings will be held with parents at all campuses. The important linkages formed by the current 21st CCLC projects and improved upon with the addition of **Family Engagement Specialist** and other partners, which include businesses, social agencies, universities, parents, city government and other federal assistance programs, will be instrumental to the successful dissemination of information including locations of program activities. The partners will be asked to meet regularly at special community forums designed to showcase student projects and the before and after school programming as well as update the community of program accomplishments. With the addition of a bilingual Family Engagement Specialist the project staff will also disseminate a monthly bilingual community newsletter to parents, students, and the district at large that reflects ongoing before and after school programming and information.

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

County-district number or vendor ID: 061-901	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.

The Denton ACE understands the critical role parental involvement plays in the academic success of students. Students who have involved parents tend to do better in school and have a much better perspective on education and its role in securing a brighter future. **Conway and Houtenville (2008)** stated, "Parental effort is consistently associated with higher levels of achievement and the magnitude of the effect of parental effort is substantial. **Jeynes (2005)** in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. The Family Engagement Specialist (FES) will be a full-time position to support the overall efforts to increase family involvement with the centers and the campuses. One of the initial tasks of the Family Engagement Specialist is to conduct a needs assessment survey of district parents to better understand their needs. The FES will work with area social service providers to develop a system to leverage resources to allow more of the family needs to be met. The FES will provide home visits and ongoing educational programs to immediate family members of students participating in the program. The FES will work closely with area parent organizations, the Campus and District Education Improvement Committees, the Project Director and Site Coordinators to market the program especially targeting parents of children enrolled in the program. Additionally, funded by the Texas Workforce Commission, Denton ISD operates Adult Education and Literacy (AEL) program throughout Denton and Collin Counties. FES will actively work with the AEL program to provide basic literacy, Civics education and GED preparation to participating parents. The ESL classes will assist Spanish-speaking parents in helping their students complete their homework assignments and participate more fully in their child's education. Furthermore, through a joint grant between North Central Texas College (NCTC), and Denton ISD eligible participating parents will have the opportunity to co-enroll in apprenticeship and career pathways program. As the management entity for the grant our Communities In Schools partner (CIS) see family engagement as a crucial element and will work to remove barriers that prevent caregivers from staying central in their child's education. CIS will offer parenting classes, sponsored family nights and created parent support groups to help parents stay involved. With the resource of the **PRIME Blueprint for Texas ACE materials** and to assist with recruitment. Flyers in English and Spanish will be distributed to children to take to their parents notifying them of the expanded learning opportunities available to them. Flyers will also be posted around the community's key locations such as churches, businesses and local community organizations as well as articles in the local newspapers. The grant community partners will be key participants in helping the **Family Engagement Specialist** spread program awareness. The ACE Task Force will also be instrumental in helping FES, Project Director and Site Coordinators make meaningful connections with families and update the community of program information and accomplishments. The **survey** conducted by the Steering Committee will initially be used by the Family Engagement Specialist to better understand the needs of district families. The Family Engagement Specialist (FES) will work with community partners to provide parents of the targeted students with opportunities for physical fitness/nutrition, literacy, educational development and related workforce readiness. The FES will hold parent meetings to help parents understand how to help their children study at home and encourage their children to read at home. The FES will also hold **Parent Education Workshops** to address issues such as student study strategies, understanding STAAR and local benchmarking, discipline and adolescent issues, career exploration, homework help and parental networking. Reading and computer literacy classes will enable parents to gain needed skills to compete in the job market. Family counseling/ parenting classes will enable parents to better fulfill their role in helping their child succeed in school. A brief summary of Family Engagement Specialist's activities are provided below: **1**. Meet with Site Coordinators to plan activities based on campus needs, **2**. Make planned home visits, **3**. Set up and order materials to maintain a Family Resource Center, **4.** Set up and maintain a Parent Information Bulleting Board at each center, **5.** Form and maintain relationships with community partners, **6**. Work with community partner to provide no-cost parent classes, **7**. Create presentations and flyers for events and activities, **8**. Work with campus principals to prepare an automated call message to be sent out by schools, **9**. Call parents personally to invite them to activities, **10**. Produce a monthly Family Engagement Calendar and Newsletter, **11**. Compile and provide a list of resources available for different needs, **12**. Conduct parent satisfaction surveys, **13**. Develop and implement professional skills for parents, and **14**. Develop center and community volunteer opportunity for parents.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 061-901	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: 061-901	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: 061-901 | 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.)

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: 061-901 | 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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County-District Number or Vendor ID: 061-901 | 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: 061-901 | Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 061-901	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): **6**

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):

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 services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible 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):

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

County-District Number or Vendor ID: 061-901	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:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

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	

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