Texas Education Agency

Standard Application System (SAS)

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

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here. Received Texas Education Agency 2016 MAR 29 PM 12:38 Document Control Center Grants Administration
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #	
La Feria ISD	031-905			
Vendor ID #	ESC Region #		DUNS #	
74-6001542	01		093744670	
Mailing address		City	State	ZIP Code
P O Box 1159		La Feria	TX	78559-1159

Primary Contact

First name	M.I.	Last name	Title
Cynthia	A	Torres	Assistant Superintendent for Instruction & Personnel
Telephone #	Email address		FAX #
956-797-8300	cindy.torres@laferiaisd.org		956-797-3737

Secondary Contact

First name	M.I.	Last name	Title
Raymundo	P	Villarreal	Superintendent
Telephone #	Email address		FAX #
956-797-8300	rey.villarreal@laferiaisd.org		956-797-3737

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
Raymundo	P	Villarreal	Superintendent
Telephone #	Email address		FAX #
956-797-8300	Rey.Villarreal@laferiaisd.org		956-797-3737

Signature (blue ink preferred) — Date signed

03/25/2016

Only the legally responsible party may sign this application.

701-16-102-069

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 031-905	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): 09/01	End date (MM/DD): 08/31
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☒

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

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 031-905	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.

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

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 031-905	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.

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

Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-905	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.

La Feria ISD (LFISD) is working with Gary Lee Frye, Ed.D., GPC to develop an out-of-school-time program that uses current ISD academic programs, Campus and District Improvement Plans (CIP/DIP), and College and Career Readiness efforts to develop an extended and differentiating instruction that meets all students' academic, social/emotional, and fitness needs by building a 21st Century Community Learning Centers (21CCLC) program that allows students to become the Controlling Agent of Their Own Learning. Why make students the Controlling Agents? The Bureau of Labor Statistics (2014) predicts that today's student will have at least 12 to 15 different careers in their lifetime with 65% of these careers not yet invented - because our students will be the ones who create them! This makes the statement "becoming a life-long learner" much more important today than ever before. We must extend "normal" preK-12 education beyond the TEKS (Texas Essential Knowledge and Skills) to allow students to evaluate information and recombine it in ways that create something new. The content area TEKS must all still be taught to give the students the base of knowledge to move to become life-long learners for the 21st Century. LFISD will do this by having an effectively 21CCLC program that lets students go beyond the TEKS to use multi-content area knowledge to create new frameworks that are based in the real world. In other words, students must take what they learning in the classroom, blend it with information gained on the Net, and evaluate what they are seeing to create a new view of the world. The effective use of the 21CCLC programs will allow extended and differentiating instruction to be done with all sub-groups of students appropriate to their abilities (Gifted & Talented (GT) to Intellectually Disabled (ID) to English Language Learners (ELL), etc.) because we will have additional time and resources to extend the regular day learning efforts of all our students.

LFISD and Dr. Frye have a working relationship that begin with the 2014-2016 Technology Lending Program Grant that he wrote and they have had for the last two years. LFISD used UDL (Universal Design for Learning) and BYOD (Bring Your Own Devise) concepts in this funded grant. These concepts were aligned to RTI (Response To Intervention) model that TEA has as a state standard for addressing special students needs so LFISD can meet Tier II and III interventional needs of all sub-population with the effective use of technology (Wexler, 2011). Last, LFISD used a "Flipped Classroom Model" (Bergmann and Sams, 2012) within the STEM core content areas (Science, Technology, Engineering, & Math and add Art moving towards STEAM that involves more student populations). The Flipped Classroom with UDL/BYOD/RTI systems allowed the instructional staff and the students to increase their understanding of the effective use of technology to become active life-long learners who have ownership of their ongoing academic and career skills building. This provides a real world rationale for having a lending technology program that meets the goals of this grant and the CIP/DIP goals of each of the schools to extend student learning through the effective use of technology. LFISD is using this Flipped model because we feel that this will allow our campuses and district to meet the STAAR standards. Wise and Schwartzbeck (2013) stated that "technology makes learning available 24/7" that when taken with UDL/BYOD promotes life-long learning. UDL/BYOD concepts (Dalton & Smith, 2013; Hall, Meyer, & Rose, 2012; Roschelle, Courey, Patton, & Murray, 2013; and Tegmark-Chita, Gravel, Serpa, Domings, & Rose, 2012) that use 'smart devices' to provide 24/7/365 access to learning materials again promoting life-long learning. This aligns with the historical concepts of learning styles of Dunn and Dunn (1990) that having multi-methods of instruction through many modalities allow for each student's best method of receiving instruction to be done. The Flipped Classroom system will allow the students to have more ownership of their learning because they will see how they are in control of their learning - no longer can they just "sit and get" from the teacher's lectures but they must actively engage in learning (Bergmann and Sams, 2012, Flay, 2010; Oakes and Lane, 2011; Oakes, Lane, Cox, Magrane, Jenkins, and Hankins, 2012; and Lewis, DuBois, Bavarian, Acock, Silverthorn, Day, Ji, Vuchinich, and Flay, 2013). The success of this grant was used to improve the CIP/DIP of LFISD and aided us in developing the 21CCLC program with the surveys that were done specifically for the 21CCLC program. This lending program was found to produce the following results: **Students learn more deeply**. As a result of students taking responsibility, interacting meaningfully and often with their instructor and peers, and getting and giving frequent feedback, they acquire a deeper understanding of the content and how to use it. **Students are more active participants in learning**. The student role shifts from passive recipient to active constructor of knowledge, giving them opportunities to practice using the intellectual tools of the discipline. **Interaction increases and students learn from one another**. Students work together applying course concepts with guidance from

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

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031-905	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.

teachers inside and outside the classroom. **Instructors and students get more feedback**. With more opportunities for students to apply their knowledge and therefore demonstrate their ability to use it, gaps in their understanding become visible to both themselves and the instructor. This increased interaction helps to create a learning community that encourages them to build knowledge together inside and outside the classroom. **Instructors and students get more feedback**. With more opportunities for students to apply their knowledge and therefore demonstrate their ability to use it, gaps in their understanding become visible to both themselves and the instructor and LFISD was able to improve STAAR performance. These results were similar to Hammon (2009 - research on three of 21CCLC Dr. Frye received) showed that the public & charter schools in the funded 21CCLC programs were having their local needs met in a manner that resulted in a general raising of TAKS scores (state high stakes tests at the time), class grades, increased attendance, and lowering of discipline problems for students at the 19 public and 4 charter schools. All of these Promising Practices results and CIP/DIP along with 21CCLC surveys are being used to create programs and services that can extend this finds to move towards evidence-based understanding of the most effective items that will meet the student, parent, and staff needs.

Almost 600 surveys have been returned as of the Friday before the start of spring break with over 100 stakeholders saying they would serve on campus/district Taskforces. These surveys were given to all the stakeholders (approximately 3,500 given out). For the students and parents, themes were to have homework help, methods to better understand how to continue post-secondary education (college and technically), having "fun" enrichment activities, and a safe place for the students to be until the parents finished work. The working parents also wanted activities after 6pm where they could attend. The staff had similar concerns as the parents and wanted increasing tutoring and mentoring activities to provide students with supports that would result in high school graduation, promotion with age-peers, and allow for post-secondary education support. The staff also pointed out that "in-service" day programming would be a great help for support. These survey determined needs are ones that can be addressed in the 21CCLC program when using the ACE PRIME Blueprint concepts to provide a framework for services in the four quadrants.

The specific design of each campus 21CCLC will be influenced by the campus taskforce made up of students, parents, staff, and community members with a connection to that campus. The taskforce will meet to select part of the programs to be done on the campus that will extend the framework services that will be done on all of the campuses. The center director will be a voting member of the campus taskforce with the director, family involvement, and differentiated / extended coordinator being consulting non-voting members. The district taskforce will include members from all the campus' taskforces. The district taskforce will set overall LFISD goals that align to the TEA requirements and the DIP needs. The seven campus taskforces will align with the CIP and specific ongoing local determined needs. This will assure that each campus is meeting their student and parent needs while having an overall district plan. The budget and management / program plans were developed using Dr. Frye's history of creating five successful 21CCLC programs that not only remediates student needs but accelerates their development. Additionally, because of previous grant and joint staff development programs done among the districts, we looked at the funds that could be leveraged to allow for sustainability and leveraging LFISD resources. The basic framework will be to have Homework Helpers to allow students and parents to have a before and after school time to get assignments completed, Understanding Your Kids/Parent/Teacher so that counseling and guidance programs can be done for all stakeholders, Eating and Being Fit a program designed to increase fitness activities while promoting healthy eating habits, Academic Tutoring and Acceleration program designed to fill in gaps in knowledge while accelerating students who are behind age-peers for graduation and promotion, and Taskforce designed campus specific programs that will allow unique campus needs to be met. This system allows local campus needs to be address, provide overall management framework to meet TEA goals, and allow students to accelerate their academic progress along with social/emotional and other positive life goals.

General La Feria, TX needs (from City-Data.com) are the median household income is below state ($29,746 vs $51,704 state): unemployment 10.0% vs 5.5% state: crime in 6 of last 12 reporting years above national average: educational levels - less that High School 38% vs 29% state; High School 25% vs 23%; Bachelors 10% vs 18%, Masters 2% vs 5%; Doctorate 0% vs 1% for an overall education inequality index of 17.0% vs 14.4% for state. The current LFISD 4-year graduation rate is 91.6% with 14.5% of the student being ELLs. All these general data establishes a need for 21CCLC program that will support increased College and Career Readiness while promoting graduation with age-peers.

For TEA Use Only

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

Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-905	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	$1,056,955	$ 47,000	$1,103,955
Schedule #8	Professional and Contracted Services (6200)	6200	$ 319,000	$ 21,000	$ 340,000
Schedule #9	Supplies and Materials (6300)	6300	$ 127,645	$	$ 127,645
Schedule #10	Other Operating Costs (6400)	6400	$ 40,000	$	$ 40,000
Schedule #11	Capital Outlay (6600)	6600	$ 166,400	$	$ 166,400
	Consolidate Administrative Funds			☐ Yes ☒ No	
	Total direct costs:		$1,710,000	$ 68,000	$1,778,000
	1.820% indirect costs (see note):		N/A	$ 22,000	$ 22,000
Grand total of budgeted costs (add all entries in each column):			**$1,710,000**	**$ 90,000**	**$1,800,000**

Shared Services Arrangement

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

Administrative Cost Calculation

Enter the total grant amount requested:	$1,800,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$ 90,000

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

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

For TEA Use Only

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

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 031-905 | 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		$ 65,000
5	Site coordinator (required)	7		$329,000
6	Family engagement specialist (required)	1		$ 55,000
7	Secretary/administrative assistant		1	$ 20,500
8	Data entry clerk			$
9	Grant accountant/bookkeeper		1	$ 17,750
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	Coordinator Differentiated and Extended Instruction		1	$ 36,000
20	Title			$
21	Title			$
22			Subtotal employee costs:	$ 523,250

Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay	$ 22,500
24	6119	Professional staff extra-duty pay	$295,000
25	6121	Support staff extra-duty pay	$145,000
26	6140	Employee benefits	$118,205
27	61XX	Tuition remission (IHEs only)	$,,
28		Subtotal substitute, extra-duty, benefits costs	$ 580,705
29		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	$1,103,955

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

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

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 031-905		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	Additional enrichment services that will be contracted - MOU/contracts will be developed and approved by board and/or TEA as required by the individual contracted amount examples of the program are: nutritional, fitness, career awareness, college awareness, community partner services, etc.	$146,000
2	Evaluation services - MOU/Contract(s) will be bid and approved by board with TEA guidelines followed for the 7 centers	$ 21,000
3	Staff development on increasing effectiveness in teaching, RTI special populations services and training, UDL / BYOD services and training, integration of afterschool and regular day, etc.	$ 33,000
4	Positive Action social/emotional program for students, parents, and staff	$ 24,000
5	Additionally student data collection to allow for more evidence/data driven determinations of the 21CCLC programs that are needed along with related programs that provide evidence or promising practices programming designed to improve student outcomes on College and Career Readiness.	$100,000
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b. Subtotal of professional and contracted services:		$324,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		$ 16,000
(Sum of lines a, b, and c) Grand total		$340,000

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

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

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 031-905		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval: e.g. software, academic acceleration programs, instructional materials, etc.	$127,500
	Grand total:	**$127,500**

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

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

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 031-905		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. Travel by grant staff to national 21CCLC approved conferences sees attached form.	$14,000
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. Programs to take students to Colleges and technical schools to promote post-secondary education.	$10,000
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:	$24,000
	Remaining 6400—Other operating costs that do not require specific approval:	$16,000
	Grand total:	**$40,000**

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.

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

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 031-905			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	To provide higher interest and lower reading level books to center libraries so that most at-risk student have materials for ELA enrichment	N/A	N/A	$ 21,000
66XX—Computing Devices, capitalized				
2	Laptop cart to allow for creation of mobile labs to be used in the afterschool program (pro-rated by ISD's with cost and use of current district computers). This allows the support UDL/BYOD at each of the centers.	7	$18,950 (after proration)	$ 132,650
3	Laptop computers for newly hired grant staff with software, bag, and related items.	10	$1,275	$ 12,750
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:	**$166,400**

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

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

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

County-district number or vendor ID: 031-905 | 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:			**3,595**	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	4	0.1%	Attendance rate	96.3%
Hispanic	3,472	96.6%	Annual dropout rate (Gr 9-12)	1.4%
White	105	2.9%	Students taking the ACT and/or SAT	65.3%
Asian	3	0.1%	Average SAT score (number value, not a percentage)	1,359
Economically disadvantaged	2,982	82.9%	Average ACT score (number value, not a percentage)	18.0
Limited English proficient (LEP)	523	14.5%	Students classified as "at risk" per Texas Education Code §29.081(d)	47.8%
Disciplinary placements	1,719	47.8%		

Comments - Student data from STAAR Testing All Grade levels at or above standards or percentage at Advanced Standards along with the measures of College Readiness

For All Subjects at/above Standards, 73% of the students vs 77% for the state that showed general need to increase academic rigor by the afterschool program. For all the content areas but Writing (75% vs 72%), LFISD was below the state - Reading 72% vs 77%, Math 74% vs 81%, Science 72% vs 78%, and Social Studies 73% vs 78%: this data further establish the need to raise academic outcomes that moving our student to the Control Agents of Their Own Learning will bring. The Advance Standards show similar items in that our student for all items are below the state - All Subjects 10% vs 16%, Reading 11% vs 17%, Math 13% vs 20%, Writing 6% vs 9%, Science 7% vs 16%, & Social Studies 13% vs 19%. LFISD's Postsecondary Readiness Standards (All Grades) shows that our students are not meeting the state average for these measures of College and Career Readiness - Two of More Subjects 33% vs 41%, Reading 34% vs 46%, Math 44% vs 48%, Writing 28% vs 34%, Science 28% vs 44%, & Social Studies 40% vs 44%. LFISD students have this lower performance even with the fact that our Advance Course/Duel Enrollment completion in grades 11 & 12 except for Science (4.8% vs 13.4%) is higher than the state for all other measures which suggest that the rigor in even these higher level courses needs to be strengthened to increase measured academic performance of our students so that they had increased College and Career Readiness. Further, the AP Exam Results show this lack in rigor in that all results are below the state - All Subject 28.6% vs 51.3%, English 12.7% vs 44.7%, Math 33.3% vs 53.6%, Science 22.2% vs 45.7%, & Social Studies 12.1% vs 41.6%. The measures of College-Ready Graduates again show similar results for our students versus the state - English 61% vs 68%, Math 59% vs 67%, Both Subjects 47% vs 54%. Last, for our students finishing their first year of college without the need for remediation course work, only 52.4% of LFISD students meet this vs 70.8% of the students in the state. All of this points to the value our program will have.

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

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	0	0.0%	No degree	0.0	0.0%
Hispanic	192.8	80.8%	Bachelor's degree	215.7	90.4%
White	41.9	17.6%	Master's degree	20.0	9.2%
Asian	2.0	0.8%	Doctorate	1.0	0.4%
1-5 years exp.	38	15.9%	Avg. salary, 1-5 years exp.	$44,387	N/A
6-10 years exp.	82	34.4%	Avg. salary, 6-10 years exp.	$46,595	N/A
11-20 years exp.	61.7	25.8%	Avg. salary, 11-20 years exp.	$51,419	N/A
Over 20 years exp.	47	19.7%	Avg. salary, over 20 years exp.	$60,896	N/A

For TEA Use Only

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

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

County-district number or vendor ID: 031-905 | 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	305	252	266	249	262	243	259	282	275	261	292	219	238	192	3,595
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	305	252	266	249	262	243	259	282	275	261	292	219	238	192	3,595

For TEA Use Only

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

Schedule #13—Needs Assessment

County-district number or vendor ID: 031-905	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.

The determination of the general needs of LFISD and the specific campuses began with the CIP/DIP. These working documents provide a framework for each campus to improve outcomes on a range of academic and social / emotional items while increasing the linkage of the parents to their child's campus. The CIP/DIP includes information from the STAAR tests and the TARP (Texas Academic Performance Reports) which establish general academic needs of our students. While LFISD has been increasing academic outcomes, we still have a need to improve College and Career Readiness for our students (specific data page 13). The information about obtaining post-secondary readiness for our students demonstrates that while our students are "taking" the classes, they are not gaining knowledge and skills at a level that meets or exceeds state averages. Given the demographics of our students, helping them accelerate their skills will give them the push that they need to be one of those first generation college students. We saw the 21CCLC program as a method to extend and enrich the academics of our students while the family component would allow our families to see their children going on to school to obtain industry certifications and/or college degrees. The 21CCLC total program will give our stakeholders the supports that they need to change the culture of La Feria to one that STEM (Science Technology Engineering Math) careers, becoming Control Agents of Their Own Learning to become life-long learners, rising of general community expectations, etc. This will allow LFISD to build the community support that will allow the successful items of the 21CCLC program to be built into the CIP/DIP to begin the sustaining process. With this initial framing of the general need of LFISD we looked toward the general needs of La Feria, Texas.

Information from City-Data.com was used as an objective provider of general community needs. The major need of La Feria is assess to economic development. First, La Feria had 10% unemployment vs 5.5% for Texas; median household income in 2013 was $29,746 vs $51,704 for Texas (or only 57.5% of the state average), and per capita income in La Feria's was $17,259 while Texas' was $28,355 (or one person could earn, by themselves, almost as much as a household did in La Feria). Educational levels is the major contributing factor in the overall depressed economy of La Feria - less that High School Diploma 38% vs 29% state; High School 25% vs 23%; Bachelor's or higher 9.9% vs 25.5%, and Graduate or professional degree 2.3% vs 8.5%. These items establish how our 21CCLC program since it will focus on College and Career Readiness will help meet this general community need to raise educational outcomes. We are partnering with the Texas WorkForce Board to allow both the students and their parents to have a better understanding of how CTE (Career and Technology Education) endorsements can help all students have better access to economic resources. In 6 of the last 12 years, the crime rate in La Feria has been above national levels which suggest the need for social/emotional supports to aid our students in making wise life choices. All of these items were confirmed by the stakeholder surveys that were sent home with all students, staff, and general community members.

Approximately 3,500 surveys were sent home; we have received over 700 and had over 100 people gave information to contact them about being on the campus and district taskforce committees. The survey reflected the need for a safe environment for students (staff and parents) that would help them have success at school. The parents want to have programming that would allow them to finish work, and they asked to have parental programs that occurred after 6pm so that they could be a larger part of their child's school life. The parents also wanted homework help because they stated they did not always understand what their child needed to learn. The use of the 21CCLC program was seen as something that would allow the students to have access to technology in a manner that would increase their understanding of what was being taught. All stakeholders liked the College and Career Readiness items and thought the link with the WorkForce Board might help in a real world manner. The STEM areas of studies were areas in which the parents wanted help because they felt that their children's' understanding of these fields would help them be more successful. The parents of younger children focused on either giving their child a "head start" or extra instruction to have a better base of skills to have more success as they moved up the grade levels. They also felt that they would be able to have their child come to the program on a regular basis if programming continued until they got off work. The stakeholders were favorable in serving on the taskforce since it would be able to focus money from the grant to meet real community needs. They saw this as a way for their campus to affect changes that they wanted to see at LFISD. They also felt that each campus and the district having a taskforce would assure that specific campus needs were being addressed to better serve the students.

For TEA Use Only

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

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 301-905 | Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	**College and Career Readiness** increase services and improvements to allow students to have CTE Endorsements and real world experiences that will extend the regular day instruction through links with the local WorkForce Board. The local board does have additional programs that can aid parents in obtaining better jobs that will be a leveraged service that allows parental programs for 21CCLC.	Extending of the regular day instruction with focused CTE programs in association with WorkForce Board and local businesses to allow the 8 Components of College and Career Readiness (CollegeBoard Advocacy & Policy Center, 2014) to be met. 8th grade students with their parents will create PGPs (Personal Graduation Plans) that will allow them to have a high school plan of courses to allow them to have postsecondary readiness and an effective framework for completing high school.
2.	**Improve Academic Performance** by providing academic and other supports that will increase STAAR performance and gaining of promotion and graduation credits so that students remain or are accelerated to join their age-peers. Systems will be used that promote attendance, positive life choices, and general supports designed to support student academic needs (Smink & Reimer, 2005). The Taskforce at each campus and the district will aid in the creation of 21CCLC programs (e.g. Character Education, Positive Action, Tutoring, Mentoring, Fitness Services, etc.). These programs will be designed to support sub-groups of students in terms of differentiated instruction and special populations (GT to ID) supporting services designed to allow each student's individual needs to be met (Kingore, 2011).	Having the following initial programs: Homework Helpers, General academic tutoring, TAKS/STAAR/EOC prep, IT-based remediation and acceleration programs, Peer and community mentoring on academic items, having teacher / service provider developed academic enrichment items, and 6 total weeks of summer programs. This system will allow the needs of past centers to be met while creating a culture that develops life-long learners who are successful in postsecondary educational and career pursuits. The PEIMS system is used to provide 3-week reports on 21CCLC grades, attendance, & behavior and those found in need of additional support are asked to come to other programs. Having students & parents on the 21CCLC Taskforce so that they can help design the ongoing program offerings at their centers to assure student usage, and integrating family members into the overall program to gain their support.
3.	**Students Controlling Agents of Their Own Learning** that promotes students' understanding that they are moving to information based economy that having the ability to use and evaluate facts will allow them to have successful and multi-careers. The 21CCLC will allow our students to use multi-content areas to produce real world products that promote them understanding that learning (e.g. school) will be an ongoing activity (Increasing Educational Productivity, U.S. Dept of Ed, 2015). This will allow them to be College and Career Ready.	Student 9-12 will use their PGPs that the 21CCLC programs will support. The staff at the high school campuses and Site Coordinators will track academic progress for all students. The Career and College Readiness systems will be supported by the 21CCLC program so that each student sees the value of graduation and postsecondary college and career certification activities. The parents will have programs that aid them in supporting their students, understanding the value of ongoing academic preparations, obtaining certifications & degrees, and the various methods to pay for the postsecondary activities.
4.	**General social/emotional support and aiding families in having their needs met** to promote limiting the non-academic factors that have negative effects on students' school performance. These support services allow the families to see the school as a center of the community that is there to improve the general success of all stakeholders (Moffat, 2011)	The 21CCLC with our partners will provide non-traditional supports by connecting families to area service providers to allow these needs to be met. By limiting the effects outside non-academic family needs, the students will be able to obtain more benefits from the regular and 21CCLC educational programs. This will support the sustainability of the program by building consortiums that can seek other funds while linking community members efforts.

For TEA Use Only

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

Schedule #14—Management Plan

County-district number or vendor ID: 031-905 | 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	Bachelors Degree in education or related field with experience in working with targeted student type and administration experience. Experience in education of targeted youth can be used for education.
2.	Site Coordinator(s)	Strong organization and time management skills, High degree of computer proficiency using Microsoft Office, Ability to communicate in native language(s) of program recipients, Experience working with high risk youth and Knowledge of community resources and experience can be used for education.
3.	Family Engagement Specialist	Bachelors Degree in education or related field, Familiar with the community and support agencies, Flexible hours to accommodate work in the evening, Experience working in an educational, social service, or family support service setting in diverse culture and economic settings, and Knowledge of child development and effective parenting techniques
4.	Coor Differentiated and Extended Instruction	Bachelors Degree in education or related fields (doctorate preferred), multi- content area cortication with special population certifications, professional (counseling, diagnostician, etc.) experience in working with 21CCLC programs
5.	Evaluator	Experience in evaluation of 21CCLC programs and documented history of working with school districts in similar programs.

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.	Pre-start date hiring and seeking bids	1.	Ads ran for grant staff and general program supplies / equipment	Grant Awarded	08/05/2016
		2.	LFISD will begin programs and form the Taskforce pre-award so that input from all stakeholder is obtained and the 21CCLC activities are ready for the 8/1 start date.	Grant Awarded	08/10/2016
		3.	The 21CCLC is integrated into the CIP/DIP yearly modifications to start building this link.	Grant Awarded	08/01/2016
2.	21CCLC programming integrated into LFISD's campuses	1.	21CCLC awareness and program offerings featured in the start of year staff develop	08/01/2016	08/19/2016
		2.	Center Coordinators introduce themselves and services to the campus instruction and support staff	08/01/2016	08/19/2016
		3.	Letter send home to parents to obtain permission and inform about the start of the 21CCLC	08/22/2016	08/31/2016
		4.	Fall term of 21CCLC program begun	08/29/2016	12/16/2016
		5.	Taskforces formed for each of the campuses and district	08/22/2016	09/15/2016
3.	Fall Term formative effects determined (systems developed for Summative Evaluation)	1.	Center Coordinators provide TEA with enrollment data and work with other grant staff to evaluate the effects of the program to improve day-to-day functioning and see if goals being met.	09/21/2016	12/16/2016
		2.	Three week grade, attendance, and discipline data obtained from PEIMS staff to determine students' progress.	09/19/2016	12/09/2016
		3.	Spring Term systems improved/continued	12/09/2016	01/09/2017

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

For TEA Use Only

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

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 301-905	Amendment # (for amendments only):

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

The programs designed to meet the four critical success factors of: 1-Student and Family Engagement, 2-School Involvement, 3-Assessment Data, and 4-Professional Development Impact will be tracked by the Site Coordinators with summary reports given to the Project Director. The tracking of information will be based on the reporting performance goals of the grant. Examples #1: Innovative instructional techniques for academic and enrichment activities based on research and best practices, #2: Provide adult advocates, based on student need and in accordance with best practices, #3: Conduct ongoing/continuous assessment to determine need and improve targeted services, and #4: Provide all required training opportunities for staff development that where possible includes family members. These examples provide a framework, with the use of the Taskforce, to assure that for students, parents/family members, ISD staff, and community stakeholders that milestones are being met. The items will be done within the ACE PRIME Blueprint system #1 Activity Tracking, #2 Number of contacts made with families, teachers, school day staff, #3 Methods of assessment: pre/ post tests, needs assessments, case plans, etc. within the PRIME Assessment system, and #4 Number and schedule of trainings, staff / parent / community stakeholders sign in sheets. The tracking of these items will keep the four critical success factors as a top priority of the 21CCLC staff and allow us to determine if adequate progress is being made in attaining the grant goals for each of these factors. All of these items will be integrated into the CIP/DIP to assure that the culture of the campuses and districts are changed to reflect the integration of the 21CCLC goals into the regular school day programs. This will allow a sustainability system to be created and give a formative system of evaluation where changes can be made in the day-to-day operations of the program to meet the set milestones of increased student academic performance and attendance while lowering discipline referrals. The students' academic performance is normally the single most important factor for an ISD, but the inclusion of the other three measures with the Family Engagement Specialist will allow the ISD's to take a holistic approach to meeting all the family/community needs that effect educational outcomes but normally are not addressed. This holistic approach involving student/family/community needs will help LFISD develop best practice model for the integration of 21CCLC into the regular school day.

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.

This Non-traditional funding will be paired with the local resources. The 21CCLC program evaluations will be integrated into the CIP/DIP of each of the ISD's that allows local tax-based funds to be used to sustain various aspects of the program while helping to change the culture of the campuses to see afterschool activities as a logical extension of the regular day. The Technology Lending grant resources are being leveraged to provide a base for some aspects of 21CCLC programs. The program with the building of community support with the Taskforce and other community partners, is allowing extra programs to be obtained and sustained because of the various La Feria organizations coming together with a common goal of raising educational outcomes for all of our students. This overall concept is allowing our stakeholders to join together to apply for federal, state, & foundation grants and be competitive. With our leveraging of local funds through the CIP/DIP integration and planning to leverage non-school partners' resources, we believe that we have developed a real system for sustaining the 21CCLC services because the whole of each of the communities see the value in working together to achieve a common goal. The building of these multi-consortiums is key to building systems that can seek larger Federal/Foundation grants because the number of students and other stakeholders is greatly increased. We will also have local non-school district resources that will be available because of the partnerships that we are developing. The extra services to our families will allow our Foundation to have access to a larger number of people who will see the benefits of the programs and who are willing to donate to maintain the 21CCLC programs.

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

Schedule #15—Project Evaluation

County-district number or vendor ID: 031-901 | 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.	21CCLC staff will work with the campus administrators, teachers, and CIP/DIP teams to obtain good data	1.	By the end of the first semester we will have a template for the system of evaluation for staff develop and its effects on students
		2.	The system of evaluation will be done bi-weekly by 21CCLC team meeting initially.
2.	We will collect a wide-range of information that will provide data on effectiveness of the program	1.	Staff development on collection and use of data done in the 21CCLC program
		2.	Curriculum pedagogical data obtained and used to inform continuing efforts
		3.	PEIMS data used to provide overall objective measure of effects of 21CCLC
		4.	General LFISD CIP/DIP data integrated into the 21CCLC program
3.	Central Office staff will provide the assessment of effects of the 21CCLC programs and extends this to all the staff at LFISD	1.	Teachers demonstrate they are using the data to drive their instruction
		2.	The LFISD staff trains in our standard professional development all staff in these methods of using data to drive teaching and professional growth
		3.	The effective TLP programs are integrated into the CIP/DIP
4.	The data collected will be evaluated in an on going manner to assure rigor and effectiveness	1.	LFISD staff with campus/district staff will regularly meet to determine that these data are providing "quality" information to improve the program in a timely manner and improve the CIP/DIP and the 21CCLC program.

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.

Quantitative Data Collection:
** 21CCLC data and reports,*
**Teacher, student, parent surveys*
**Texas Academic Performance reports*
**Internal Monitoring Reports*
**Pre-post assessments*
**Class grades and Discipline referrals*

Qualitative Data Collection:
**Internal interviews with staff, administration, teachers, and students*
**Focus groups with parents, community members, and students*
**PEIMS reports and Observation of student activities*
** Review 21CCLC staff comments and concerns*
** Review of the CIP/DIP process*
** Compare results with the strategic plan, strategies, and actions*

The administrators & taskforce will be copied on reports generated by LFISD staff. The students' STARR/EOC benchmarks, former scores, and current year testing results will be supplied. The LFISD and C&I staff will monitor the professional growth of the teaching staff and its effects on students. The timeline is to have monthly staff/evaluator meeting to discuss ongoing evaluation or the data. The evaluator will engage in the following: Prepare the evaluation plan, Develop the evaluation instruments, Identify the program participants who will complete the evaluation instruments, Monitor school records data, including student grades, STAAR/EOC scores, school attendance, and disciplinary actions at the end of each school year, Review evaluation progress and results with program staff, Provide support in gathering quantitative and qualitative data on students in the program from 21CCLC, school-based student data systems, results of internal monitoring activities, and surveys/focus groups, Analyze all gathered data from data analysis and provide recommendations for continuous program improvement, Provide at community meetings and to taskforce "next steps," with each conclusion, Provide semi-annual reports, Provide a Final Yearly Report (FYR), Assist in completing the districts FYR, Present the evaluation results to designated parties in a timely manner, Help staff create improvement plans based on findings from internal monitoring, Assist centers in administering student, parent, and teacher surveys (primary effort for administering surveys rests with grantee), Provide an annual report, supplementing the FYR, linked to program objectives, Reporting at the basic evaluation level typically includes the following elements: Analysis of results from surveys administered by staff, Changes in outcomes over time, Data from the internal monitoring process, Demographics data, and Enrollment data. The CIP/DIP process and timelines will use the evaluator's reports for integration into these plans. This is being done so that the items found to be effective at raising staff skills are demonstrated in student achievement and increasing family involvement, The evaluation will utilize formal and informal observations to assess program effectiveness.

For TEA Use Only

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

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031-905	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.

The students will be transported by the ISD buses and/or parents to the locations. The current campuses of the students are where the 21CCLC program will be done. The before school program will be Homework Helpers, to allow for all students to have a system of aid to complete all classroom assignments, and English Language Arts (ELA) enrichment of reading and related items. Homework Helpers will have a before-/after-school programs designed to help students finish regular day assignments. This strategy has been effective in raising student's grades, promotion and graduation credits while building good will for the 21CCLC staff among the regular day staff. IT-based remediation and acceleration programs use software and hardware to provide student with another method of learning material along with providing RTI resources. This integration allows students to regain graduation credits if they are behind age-peers or acquire specific skill sets that have been missed. Peer and community mentoring on academic items have been found to connect at-risk students and their families to another caring person who can focus on and direct these stakeholders to additional community services while improving the student's grades. Teacher / service provider will develop academic enrichment items to provide a real-world method of linking the school day learning to an applied or extension activity. An example is the LEGO Robotics program which provides the student with a way to use what they learned in math/science classes (STEAM) in a real world manner. The summer enrichment programs and fitness activities will be used to integrate activities for both the students and their family members. This will provide our district with a method to increase the family involvement while having a system for the Taskforce to have real input into the future design of the day-to-day program activities.

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 first method of "telling" the larger set of community stakeholders about the 21CCLC program occurred with the needs survey that was sent home with every student at the seven centers and available to community members. This system, taking into account the rural nature of La Feria, should extend awareness of the grant proposal development to most of the stakeholders and to all of the student/families who would be the users of the program. When awarded the campuses will use their reader boards, newsletters, and other local community bulletin boards to publish information about the programs. The campus newsletters and web-pages will be used to inform their stakeholders when the grant is funded about the extra programs that the 21CCLC grant will provide. We will plan for 6-weeks Celebration of Student Achievement. We will use the local news-outlets to have student create stories about what the 21CCLC has done for them. The campus newsletters and reader boards will be used to announce the 21CCLC program. This will assure that all students and their families are aware of the programs that will be done for their campus. These local announcements will be paired with the "Light On" national program so that people who might be moving into these areas will know that there is a 21CCLC program. Last, each of the school districts will include information on their web-pages so that there is a web-presence for the program. The yearly school district report card informational meeting will include information on the 21CCLC effects in raising student achievement. The taskforce members will be community ambassadors to the general community. The members will inform the public about the services and the effects of the program. They will also use these encounters to ask the public about what program that they would like to see in addition to current ones to have other community needs met and link the full LA Feria community to the 21CCLC. The superintendent will work with school board to assure that the there is a general understanding of the 21CCLC program and that LFISD wishes to use it to meet as many community needs as possible while increasing our students' academic outcomes.

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

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

County-district number or vendor ID: 031-905	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.

The direct academic services like Homework Helpers, TAKS/STAAR/EOC-prep, General Academic Enrichment, etc. will provide the students with extra time and help 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 at LFISD. These programs are designed to give students either missing skills and/or reinforce and enhance the classroom instruction.

The family service will increase the student academic performance in the following ways: The Family Engagement Specialist with the district home liaison staff will work to increase connections with the parent(s)/family members of the students. 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. We found that schools would need to increase per-pupil spending by more than $1,000 in order to achieve the same results that are gained with parental involvement." Jeynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. Since our programs will be meeting specific family needs, 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. Wellness means being healthy in mind and body. 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 fitness programs of the 21CCLC will promote positive life style choices that will increase the academic ability of the students by increasing their general health and well being. The linkage of the families to other social services providers will allow the families to have a more stable home life. We have found in the previously funded grants that with a stable home life that the ISD's helped to create the families are more involved with the school and their children learn better.

Creating "Real World" extensions for the academic information taught in the regular day is what our 21CCLC program is designed to do. This linkage to the WorkForce Boards will give our students an answer to the question "When will I use this in the real world?" 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. Michele Kane (2009) Northwest Regional Educational Laboratory "Real-World Experiences Can Revitalize Teaching" stated that this focus brings education into the 21st Century which aligns to our goal of creating life-long learners. Within this system we use 'Student Rotations' for tutorials and enrichment activities so that student attendance is increased and the 21CCLC activities are different from the regular school day to assure that a wider range of student needs are met.

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.

LFISD will leverage our Title 1, other grants, and local funding to help support the 21CCLC programming. This will be done by having services that come from these items being linked to the afterschool programs. Also, part of the operations of the building and transportation will be leveraged. Last, through the Foundation at no cost to the district, engage in seeking other grants and donations that can be linked to the 21CCLC program. This system will already have access to the Technology Lending grant to increase the use of technology to promote student involvement in their life-long learning. The linkage of the 21CCLC grant to the CIP/DIP will provide access to the local tax base to sustain the successful parts of the program. All of these items along with the community members on the Taskforce will give LFISD access to many non-traditional resources to sustain the program.

For TEA Use Only

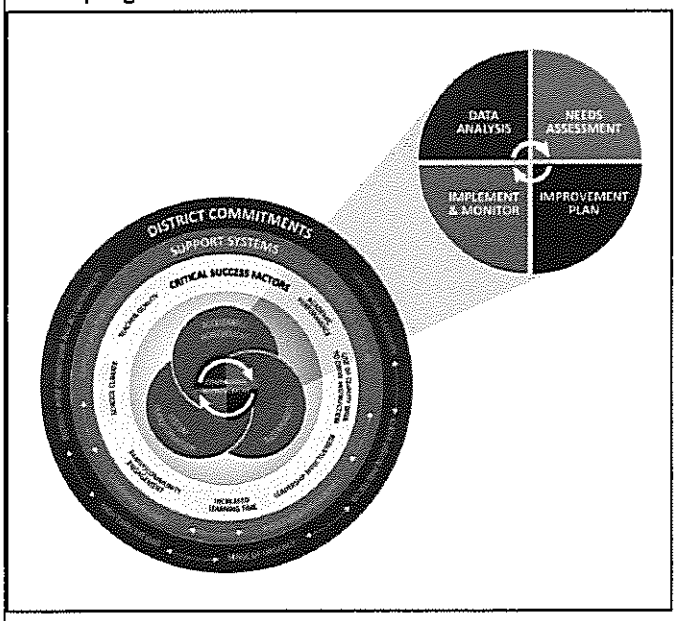
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-district number or vendor ID: 031-905 | 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.

The PEIMS student data system will be used at the campuses each 6-weeks to obtain the grades, attendance, and discipline referrals of the students in the 21CCLC program. This will give us a system to determine the progress of our students compared to the goals of the program to have life-long learners which can be manifested as students passing all of the classes, attending school on almost every day basis, and not having behavioral problems. This data will be supplemented by anecdotal reports from the regular and afterschool staff that will give us less objective but needed data to assure that student needs are being met by the 21CCLC program. The surveys are providing us with the list of activities in each of four areas of Academic Assistance, Enrichment, Family and Parental Support Services, and College and Workforce Readiness that our communities see as needed. Further, the system of modifying the specific program items to better meet the needs of the targeted students/families/staff has been established. Last, we will use the PRIME Blueprint for Texas ACE (Afterschool Centers on Education) as a guide for assuring that we align with state standards and the 21CCLC framework for creating a world class afterschool program. Coffield, Moseley, Hall, and Ecclestone (2004) found that when looking at P-16 education that the effective use of learning styles for instruction across the three main groupings of visual, auditory, and tactile/kinesthetic modalities produced better results throughout preK-12 public school to the undergraduate degree. Diedrich, McElvain, and Kaufman (2005) found that Afterschool programs are a proven way to reach the neediest students in meaningful ways while considering their varied backgrounds and cultures. These programs help provide additional support to struggling learners, reduce drug use, and prevent violence and youth crime. Poe (2010) found that family involvement in afterschool programs yields benefits for young people, from greater involvement in school events to increased family assistance with homework. The inclusion of the families in the afterschool programs brought an understanding between the home and school that greatly benefited the students and helped form relationships among the groups that would not otherwise have been possible. From a report by the San Diego Office of Education (2004) on closing achievement gaps among sub-groups of students, it was found that extending the learning time for students helped in closing the objectively measured academic performance among sub-groups of students. LFISD has budget additional funds through our regular school program to obtain other data on the students and the 21CCLC program which will allow objective measures to be determined that provide the evidence to base programmatic services. This will



allow evidence of student success in meeting their stated needs to drive changes in the program. LFISD will use the TAIS (Texas Accountability Intervention System - http://www.tcdss.net/tcdss/tais.html) Guidance Documents as a resource to support all LEAs and campuses in the continuous improvement process. The documents include best practice research, step-by-step processes and useful tips for engaging in data analysis, needs assessment, improvement planning, and implementation and monitoring activities for any LEA or campus. This system provides a framework that can be used regardless of the staff members to provide a system that fully uses the various data and LFISD infrastructural items to improve the performance on the campus. This will help the culture of the campus to be changed in a manner that will support the total efforts of building a sound College and Career Readiness base for the middle school students. This will allow our students to have greater success in high school and aid them in having better career outcomes that will allow the community of La Feria to change its culture for the better.

For TEA Use Only

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

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

County-district number or vendor ID: 031-905	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.

LFISD has linked with several partners to increase the services for our students, parents, and staff. LFISD is working with the Head Start Provider so that we can provide early educational opportunities to our children and help families have access to affordable child care services. This link will allow our young students to have the experiences that will aid them in have a good start to their educational career. We will provide the parents with classes that help them understand their child and aid in their beginning of academic exposure. This will allow these families to have the headstart that will help close educational and life experience for their children.

The local WorkForce Baord is partnering with LFISD's 21CCLC program to develop Career Readiness aspects of our program and aid in developing CTE programs that can increase the Endorsements that our students obtain. The linkage with the board will also provide our parents with a system that they can seek training to improve their job situation. This will help raise the economic levels at La Feria. All of this is designed to use the 21CCLC program to meet the College and Career readiness needs of our students.

The La Feria ISD Education Foundation will work with LFISD 21CCLC program to find other resources to help us to sustain the program and find other resources in the second to fifth year of the program when there is a reduction of resources. The Foundation's mission aligns with the 21CCLC goals and they believe that by helping LFISD in this grant they will be able to better service our students and staff.

These three partners bring resources to the program and will allow our students and parents along with the staff to have access to more services and resources. This will aid LFISD in meeting the goals of the 21CCLC program and meet the needs of our stakeholders.

For TEA Use Only

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

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

County-district number or vendor ID: 031-905	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 campuses of LFISD all are Title 1 campuses and have these additional resources. The campuses have access to the local tax-based budgets which provide age-appropriate services to our students. The Foundation provides a system that staff can submit proposals for mini-grants to meet classroom specific needs. This gives the teachers a way to obtain additional resources for their rooms.

The three EE-04 centers, Sam Houston Elementary, C E Vail Elementary, and David G Sanchez Elementary, have the need to build English Language Art (ELA) skills (teaching student to read and write) and then introduce math/science/social studies skills. The students and parents of these campuses given the higher number of ELL students, need support to develop ELA skills and then use these skills to gain knowledge in the other content areas. These parents have a reported need to have more after-work chances to connect with the campus staff and increase their involvement in their children's education.

The one 05-06 center - Noemi Dominguez Elementary - is making the transition from "learning to read" to "reading to learn." The STEM content areas are becoming more important and gaps in student skills must be addressed to prevent them from losing ground for promotion. The methods of using technology move from introducing concepts to one where the students are expanding on the information learned in class by having access to the Internet. Teachers more to more of consultant who helps the student understand the Controlling Agent of Their Own Learning concept that we are building into the 21CCLC program. The needs of special population student become more apparent at these grade levels and additional supports are needed for these students, for the full range from the Gifted & Talented to Intellectually Disabled to the English Language Learners.

The one 07-08 center – W. B. Green Junior High - extends the focus on specific students needs moving into pre-College and Career Readiness. The social/emotional support needs are continued. The students and their parents need to begin the process of participating in a PGP (Personal Graduation Plan) while exploring the CTE Endorsement that might be of interest to each student. The level of STEM education is increased, and the extra-curricular activities greatly increase. The need for extra supports for the students and their families increases and it is something that our 21CCLC program will support. The students are faced with becoming more "adult" while still being children. This is a time in the life of the students when this type of 21CCLC program can allow them to "try" careers and areas outside of the regular classroom setting where it's OK to fail and learn what they do not want to do with their life.

The two 09-12 center - La Feria High School & La Feria Academy - are where the STEM content areas, ELA, and the various electives to graduate take center stage. The PGP is implemented and the progress students make determines their postsecondary education and careers. The high school has traditional systems while the academy allows students with additional or different needs to have them met, but both have the goal to allow our student to become College and Career Ready. The major need for these grade levels is to allow the student to integrate what they are learning to show in traditional manners (e.g. grades, presentation, test scores, etc.) what they have learned. We are going to use the 21CCLC program to provide more real world methods to allow students to show their learning. This will make them better prepared to continue their postsecondary education and have the understanding to gain industry certifications that are career related and obtaining a college degree are both viable choices.

For all the centers we have a partner that sometimes feel overwhelmed - the parents. In La Feria, because of the general lower education levels of our stakeholders, they sometimes wish to differ to the "school experts" but we need to help them understand that they were their child's first teachers and that they will always be the best advocate for their child. This is why we will use the 21CCLC parental programs to support these stakeholders and increase the knowledge of how to engage the "system" to understand the cultures that their children will enter. This level of support will raise the expectation at La Feria for postsecondary College and Career obtainment and help us meet the overall needs of our community.

For TEA Use Only

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

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

County-district number or vendor ID: 031-905	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.

LFISD is linking with the WorkForce Board that will allow the workforce preparation to be integrated into our overall system of education. This board is charged with planning for future development of the workforce in La Feria. The state training of the board uses evidence based methods of determining future employment needs and similar methods to improve training in these areas. The CTE Endorsement system provides LFISD another system that is evidence based to provide College and Career Readiness skills to our students that is evidence based (http://cte.unt.edu/ 2016). The social/emotional support systems have similarly shown that by meeting these needs students have better educational outcomes (http://www.channing-bete.com/prevention-programs/paths/SEL.html 2016). Additionally, having students who have increased physical fitness and activities related to fitness and healthy eating have better academic results (http://www.sparkpe.org/blog/study-physically-active-kids-perform-better-academically/ 2016). The various traditional programs developed in the proposal increase all student's abilities to have academic success All of these items show that LFISD's 21CCLC program is using evidence based items for both the traditional and non-traditional academic and other programs that will allow our students in the 21CCLC program to have their needs met and increase their College and Career Readiness.

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.

In La Feria we will use area employees of area businesses, church members, retired teachers, community members at large, and grandparents / parents / other relatives of students in the program to obtain volunteers for the program at our centers. Additionally we will seek volunteers (e.g. pre-service education majors, people seeking social worker degrees, etc.) who can benefit from working with our students, families, and staff. We will seek college students to be mentors in the program to give our students real world examples of people who are using postsecondary educational programs to meet their needs. All of these people will have background checks before working with students to assure our students' safety. The grant staff will meet with the volunteers before they work with students to give them ideas of how they can be effective and aid them in understanding the LFISD policies related to working with students in this manner. In addition, an outreach will be made to area "winter-Texans." A large retirement community exists in this area during most of the school year.

For TEA Use Only

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

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

County-district number or vendor ID: 031-905	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.**

At the 03/21/2016 Board Meeting, the LFISD School Board approved applying for and developing a sustainability plan for the 21CCLC program. Board members are: Alan Moore, President, Juan Briones, Vice President, Gloria Santillan Casas, Secretary, Katie Johnson, Javier Loredo, Lisa Montalvo, and Lalo Sosa. All members voted in favor of this item.

The major challenges to sustaining every part of the 21CCLC program will be the depressed economy of La Feria. But the board agreed to use the CIP/DIP system - which helps determine how local funds are spent - to integrate the successful items of the 21CCLC into these plans. This will allow the best of the 21CCLC program to have a tax-based system to continue the program.

Additionally the Foundation will develop non-traditional methods of seeking more resources to increase the type and level of services for our students. This will increase the number and type of programs that can be maintained.

Last, the taskforce system will increase the number of community members who have ownership of the program being done at LFISD. This will give another source of support for the programs. We believe that these stakeholders will see that their working with the Foundation will allow other in-kind resources to be found that will continue aspects of the program without the need for traditional resources. This will let the community become even more a part of LFISD and allow all of us to build a stronger community.

For TEA Use Only

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

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-905	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.

With the initial stakeholder survey we asked for community members, students, parents, staff, and other community members, if they would be willing to serve on a 21CCLC Advisory Board. Approximately 3,500 were sent out and of the 650+ returned to date over 100 people said they would serve on the taskforces. We will use a combination of campus and district communication systems to help the site coordinators, grant director, and family involvement specialist to receive input from the community and the end users of the 21CCLC services as to what changes that they would like to see to the program to better meet the specific center needs. The external evaluator will work with staff to develop a system of questions/surveys/focus groups that will allow these changes to be determined. We believe that in the first year of the program we will have more meetings because of the need to adjust the program in a more formative manner during the start-up phase of the centers. The local taskforces will be headed by the Site Coordinator. The minimum number of stakeholders from the "types" of roles we would like to see on the local Task Force would be Students = 3, Parents = 2, Campus staff = 2, and Community members = 2 with the Site Coordinator. We believe that 15-20 Taskforce official members will be the maximum but will have open meetings where all community members can voice any concern. Also, for sustainability, we may have a sub-group of members whose only role is to see what community resources can be found to donate to the local center. This would allow a system for everyone in the community to have a quasi-official role with the 21CCLC center. The District taskforce will have 2 members from each of the campus Taskforce or their appointees. This will allow the holistic needs of La Feria to be met. Last, we will use newsletters from each campus to inform all stakeholders with students at a center about the program and provide a system for them to return comments.

The CIP and DIP process that involves community stakeholders will be used to assure that the 21CCLC program is integrated into the culture of each of the campuses. This will allow a second system of linking the needs of the community to the day-to-day operations of each of the centers and their campuses. Additionally, this will allow for the integration of the regular day and afterschool programs so that the academic outcome along with career and college readiness of each student is enhanced. The system of surveying the community will be done at the end of the regular school year for the next summer through spring terms. We will have a May survey that extends the information gained from the pre-proposal one sent home in January. This will inform the community that we will be able to begin the 21CCLC program in with the Jump Start program that we are planning for August. The external evaluator will help in the design of the survey so that we can obtain baseline information that will be used over the five years of the grant to determine our effectiveness at meeting community needs. Also, we will link the 21CCLC to the CIP's and DIP of LFISD. This will integrate the program into the local funding streams. Also, it will increase the general awareness of the program to all the community stakeholders. Last, since the CIP's and DIP's are used as the standard system for determining the effectiveness of various school day programs, we will have a "known" system to determine if the 21CCLC items are providing measurable objective data driven results that show real benefits to our students. The system of evaluation will be used to build a best practice model for the linking of afterschool with regular day school.

For TEA Use Only

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

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-905	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 evaluation will utilize formal and informal observations to assess program effectiveness, including pre/post-test surveys containing both open and closed questions. Using a "tiered-approach," quantitative and qualitative outcome components will be used along with baseline assessments, benchmarks, and other markers for continuous program assessment and refinement. The evaluation team will meet with program staff to provide ongoing feedback so necessary program adjustments can be made as needed to enhance program outcomes. The day-to-day evaluations will be facilitated by the site coordinators and will work with the staff to improve the program in a continuous manner. The 21CCLC staff and external evaluator will provide data analysis and program linkage of the out-of-school-time programs to the regular evaluation systems of LFISD to assure that students are meeting state standards and are obtaining graduation and promotion credits in a timely manner. They will also coordinate the activities into the overall CIP/DIP process. The goals will be to create an afterschool program that increases student learning, fitness, and belonging while involving more community stakeholders with the grant activities through the mentoring program and other opportunities that will be developed to involve all of the stakeholders in a manner that supports lifelong learning. During the School Report Card the public will be given an overview of this program. Quantitative data will include statistics and information regarding student achievement, academic rigor, student retention, and school climate. Through visits, the evaluation team will use various Qualitative data collection methodologies, such as observation by different evaluators, focus groups, parent-teacher-student surveys, and Likert-type surveys to assess program progress. Written feedback will be provided regularly to stakeholders. Annual Reports required by the TEA and more in-depth annual analysis will be prepared by the external evaluator for review by taskforces. These qualitative data will be combined with quantitative measures that will be obtained from various vender day-to-day assessments, teacher generated tests, STAAR/EOC practice test, TARP and testing, and other standardized measures. When taken collectively all of these data points will allow data-driven evidence based decision making to drive changes in the program.

The Project Director will be the "approver" of the data entered in the 21CCLC system. They will review the data entered in to the system by the Center Coordinators. This system also has provided information back to the district/campus staff so that the 21CCLC evaluation data could be used in the updating of the CIP/DIP. The Project Director will monitor the input of the day-to-day data into the TEA system by the Site Coordinators. The Site Coordinators will initially evaluate the data and will send "hardcopies" of attendance sheets and related sign-in sheets for the 21CCLC program. The current system of LFISD checks for the PEIMS data will be used to obtain the mass downloads of grades, attendance, and discipline information for the students in the program. If any issues arise with accuracy or timely submission of data, the Project Director will work with appropriate staff to correct the problem. The Project Director will be supported by the current LFISD system of integrating grants into the overall funding sources for the district.

The PEIMS data systems of the ISD's can generate at 3/6-weeks reporting periods the regular school attendance, grades, and discipline referrals of the students who have attended the 21CCLC program. The Site Coordinators will be entering the 21CCLC attendance and related data. They will also be monitoring daily the before/after school programs. This will allow them to identify what is working and not working at their center. The Project Director will have weekly in person meetings with all the Site Coordinators. This will allow them to share what is working, concerns, and methods for improvement. Each of the Site Coordinators will keep "hardcopies" of student sign-in sheets, teacher comments, and campus leadership concerns/needs. At the 6-week celebrations of student success, the Site Coordinators will provide a report to families concerning what has happened and ask for additional needs. The Site Coordinators with Project Director's assistance will develop articles for the campus newsletters and work of the Taskforce. This will keep all the stakeholders on that campus aware of the 21CCLC program. The district will produce a 21CCLC Newsletter that will include all four ISD's. This will be given to all the students at the centers and made available for the CBO's to give to other stakeholders. The combination of 21CCLC programs will be celebrated yearly by tying our program to the National Light On program. The external evaluator will work with staff to assure that their information is meeting all grant guidelines and is in a form that can be used to align with the CIP/DIP's of the ISD's.

All of these items are designed to change the culture of the campuses and the district to integrate the 21CCLC program into each. This will allow the program to be sustained beyond any one grant's funding and make our students more successful while meeting the needs of their families.

For TEA Use Only

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

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

County-district number or vendor ID: 031-905 | 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: La Feria High School**		
9 digit campus ID#	031-905-001	**Distance to Fiscal Agent (Miles)**	0.8
Grade Levels to be served (PK-12)	09-12		

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:	250
Number of Adults (parent/ legal guardians only) to be served:	20

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	None			
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: La Feria Academy**		
9 digit campus ID#	031-905-002	**Distance to Fiscal Agent (Miles)**	0.5
Grade Levels to be served (PK-12)	09-12		

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:	20
Number of Adults (parent/ legal guardians only) to be served:	2

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	None			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

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

County-district number or vendor ID: 031-905	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: W B Green Junior High**		
9 digit campus ID#	031-905-041	**Distance to Fiscal Agent (Miles)**	0.7
Grade Levels to be served (PK-12)	07-08		

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:	145
Number of Adults (parent/ legal guardians only) to be served:	20

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	None			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

Center Number: 4	**Center Name: Noemi Dominguez Elementary**		
9 digit campus ID#	031-905-105	**Distance to Fiscal Agent (Miles)**	0.9
Grade Levels to be served (PK-12)	05-06		

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:	150
Number of Adults (parent/ legal guardians only) to be served:	20

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	None			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

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

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

County-district number or vendor ID: 031-905 | 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: C E Vail Elementary**		
9 digit campus ID#	031-905-103	**Distance to Fiscal Agent (Miles)**	0.7
Grade Levels to be served (PK-12)	EE-04		

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:	170
Number of Adults (parent/ legal guardians only) to be served:	25

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	None			
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: David G Sanchez Elementary**		
9 digit campus ID#	031-905-106	**Distance to Fiscal Agent (Miles)**	0.8
Grade Levels to be served (PK-12)	EE-04		

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:	170
Number of Adults (parent/ legal guardians only) to be served:	25

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	None			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

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

Schedule #17—Responses to TEA Program Requirements (cont.)			
County-district number or vendor ID: 031-905		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:** **Sam Houston Elementary**		
9 digit campus ID#	031-905-101	**Distance to Fiscal Agent (Miles)**	3.9
Grade Levels to be served (PK-12)	EE-04		

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:	170
Number of Adults (parent/ legal guardians only) to be served:	25

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	None			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

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

County-district number or vendor ID: 031-905	Amendment # (for amendments only):

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

The site coordinators will use their campus' specific policies to include special needs and academically at-risk students are included in the activities that best meet their needs (along with having GT programming). These staff members will use each campus' system of public notification and newsletter systems to provide contact with all the families and their students enrolled at each of the campuses. In the yearly enrollment packet the 21CCLC permission and notifications are included. This assures that every student enrolled at each campus has basic awareness concerning the program and that it is open for his or her attendance.

The regular education staff will work with the site coordinators to link students / parents with needs that the 21CCLC grant can meet. This system is used to promote extending services to families so that they have the greatest chance to have favorable "school" outcomes. The additional extended services that providers like WorkForce Board, Head Start, the Foundation, etc. bring to the 21CCLC program allows for non-traditional, non-educational needs to be met.

We will used the ACE Activity Alignment Form system to create the basic framework for our program and to expand or modify future programs once the Center Advisors group is formed and provides directions for the ongoing 21CCLC activities at each center. We will/have use the ACE Activity Alignment Process in the follow manner: Step 1: List a strategy as designated by item number on the Strategy Development Worksheet. Step 2: Choose an activity to match to the strategy and list the name and description. Step 3: List the Texas ACE Component that the activity addresses along with the target population (if specified). Step 4: Complete the activity form with remaining logistical information. The ACE forms will be given to the Center Taskforceso that they have the same structure for developing program at each of the centers. The items found to be effective at the center will be shared with the other Center Taskforce. The external evaluator will provide feedback to the Center Taskforce on the students' performance on the various measures along with surveying the students and parents/family members as to how well they "like" the center's activities. This information will be used to create a continuous improvement model for each of the center's activities. All of this information will be used in updating the CIP's of the campus(es) of each center. This will be done so that there is a linkage of the regular and afterschool day programs. This will better meet the needs of the students while building a culture that can sustain the afterschool program beyond this grant's funding.

The planning for the 21CCLC program and the evaluation results will be integrated into each campuses CIP and the school districts DIP. This will allow the program to be sustained beyond any one grant's funding. Also, it will develop a culture where these afterschool programs are integrated into the regular learning so that the goal of developing life-long learners is reached. This integration of the 21CCLC and the CIP/DIP will allow the community stakeholders to see why special grant programs are needed and should be supported.

The center coordinators will work with the ISD Center Taskforce and the parents/students of each center to provide ongoing assessment of the program items. This will be done so that each center can develop, modify, and/or create programs that are need by their specific stakeholders. The 21CCLC consortium staff will work with each center to assure that they have the support to effectively develop local programs within the grant guidelines. The staff at each campus will also recommend students for extra support. If we have increased enrollment in any specific activity, students who are seen by the staff and/or other assessments as the most in need of services, will be given preferential placement. The center staff will work to increase the level of service in these cases so that all students can receive services.

For TEA Use Only

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

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

County-district number or vendor ID: 031-905	Amendment # (for amendments only):

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

The general schedule for the fall and spring will be to have a five day week morning program for homework help and ELA enrichment. This gives a place for the parents who go to work early a safe place for their children where they can have academic programs. In the afternoon, the goal is to have various programs Monday thru Thursday until 5:30. This gives programming in the fall and spring for at least 12 (and not more than 20) hours per day for at least 18 weeks in the fall and 15 weeks in the spring. The program has more weeks schedule than 30 but this allows for bad weather-days and unscheduled/scheduled district holidays. This assures that LFISD's 21CCLC will meet the time requirements of TEA for the 21CCLC program and promote regular attendance because parents can count on the program being open before and after school on those days when there is school. The summer program is for 6 weeks with 4 being in June and 2 in August. The LFISD campus Taskforces will determine if there needs to be adjustments in this proposed schedule. They will also have the ability to adjust the time for more programming within the TEA guidelines if they see unmet needs for our students. The summer program in June is a 4 hour morning program to allow for outside fitness enrichment to be done before conditions become too hot. Again, the taskforce can modify this schedule to respond to overall needs. Also, given the proximity of the centers some program may be combined for some of the events to allow for more effective use of resources and to allow for any summer school building maintenance.

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.

Each campus is using its current system of busing students, parents dropping them off at campus, or the students/parents who provide their own way to school. Transportation to all the centers will be offered and use the current school district infrastructure. The additional costs for this service will be partially funded with 21CCLC funds. This system is allowing the campuses to create a system where no student or family member will be excluded from the program just because of transportation. If there is a student that needs transportation to attend the 21CCLC a system of transport will be arranged even at the centers that are within walking distance. Extra funding from the changes requested to supplement these costs of transportation will be determined by the taskforces.

Each student will sign a roster when they attend an activity. This will allow the staff to be able to track the attendance of each student. Also, each student will have a parental permission slip signed allowing for them to attend the 21CCLC program. If a student's parent signs them out after they start a 21CCLC activity normal campus procedures will be used to assure that they are being released according to accepted LFISD policies. If a student is not signed out of part of the afternoon 21CCLC but does not show attending their activity, the center coordinator will determine why there is a discrepancy and take appropriate actions. Parents will be informed if a student is "skipping" any activities. On field trips normal LFISD policies will be followed to assure that all students are accounted for and are transported in a safe manner.

For TEA Use Only

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

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

County-district number or vendor ID: 031-905	Amendment # (for amendments only):

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

Coffield, Moseley, Hall, and Ecclestone (2004) found that when looking at P-16 education that the effective use of learning styles for instruction across the three main groupings of visual, auditory, and tactile/kinesthetic produced better results throughout preK-12 public to the undergraduate degree. Diedrich, McElvain, and Kaufman (2005) found that Afterschool programs are a proven way to reach the neediest students in meaningful ways while considering their varied backgrounds and cultures. These programs help provide additional support to struggling learners, reduce drug use, and prevent violence and youth crime. Poe (2010) found that family involvement in afterschool programs yields benefits for young people, from greater involvement in school events to increased family assistance with homework. The inclusion of the families in the afterschool programs brought an understanding between the home and school that greatly benefited the students and helped form relationships among the groups that would not otherwise have been possible. From a report by the San Diego Office of Education (2004) on closing achievement gaps among sub-groups of students, it was found that extending the learning time for students help in closing the objectively measured academic performance among sub-groups of students. Hanmon (2009) presented research that showed the integration of these ideas with the day-to-day activities develop at the ISD's and Charter campuses to meet local needs resulted in a general raising of TAKS, STAAR, and class grades, increased attendance, and lowering of discipline problems for students. The cycle 9 will allow the academic aspects to be blending with the family involvement and preventing juvenile justice involvement items in a more intentional manner. Also, we will be able to extend to a P-20 model of lifelong learning where CTE certification can be a viable part of post-secondary education. Our ongoing link to IHE (Institutions of Higher Education) will allow a study that will increase the knowledge in this area The historical research base of the program lies in Dunn and Dunn (1990) work on learning styles which relates to current RTI (Response To Intervention) programs and the following on developing partnerships: "Partnerships must be viewed as an essential component of school organizations that influence student development and learning, rather than as an optimal activity or matter of public relations." (Epstein, Coates, Salinas, Sanders, and Simon, 1997) Effective school-community partnerships can: Extend learning opportunities for students and staff (Otterbourg, 1986); Assist students to succeed in school and life, support staff in their work, and improve school programs and school climate (Institute for Responsive Education, 1996); Positively impact student attendance, aspirations for post-secondary education, enrollment in challenging high school curriculum, and successful transitions from special education to regular classes (Jordan, Orazco, and Averett, 2002); Provide mutually beneficial resources to schools and community partners (U.S. Department of Education, 1993); and Enable schools to become assets for community and economic development (Cahill, 1996). The process of developing community learning centers grant proposal lends itself to the creation of these partnerships in that at each of the three communities. The school staff worked with various community stakeholders to form the programs that are presented in this proposal. In "Help at Last: Developing Effective School-Community Partnerships" a basic roadmap is given for methods of teaming the community and the school that was used in the creation of the centers and the obtaining of the input (RMC Research Corporation, 2002). The link to the WorkForce Board will allow real world College and Career Readiness to be done. Last, we will use the Universal Design for Learning (UDL) with Bring Your Own Devise (BYOD) to extend the benefits of IT-base system to all stakeholders by showing students how to effectively use their 'smart devises' to extend their ability to be life-long learners. UDL/BYOD provides multiple means of the learner to acquire information and knowledge, multiple means of the learners to demonstrate their learning, and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn. UDL aligns with the 21CCLC goal of providing a different form of instruction that will extend the students and their parents' experience. This focus on UDL/BYOD is driving the request for mobile IT-platforms to allow carts to be moved among the instructional areas at each of the centers. The Taskforce and PEIMS information will drive the use of this research base to meet the needs of our students and parents along with the linkage to the CIP/DIP to assure afterschool and regular day alignment.

For TEA Use Only

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

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

County-district number or vendor ID: 031-905	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.

None of the regular 21CCLC program activities have more than 22:1 student-staff ratio. This is done so that the students receive more one-to-one instruction. For the program activities with this higher ratio we seek to involve community and IHE pre-service students' mentors to lower the overall ratio and provide another careering adult to interact with the students. This helps each of our students have more of the 40 Developmental Assets that helps them have live success (Benson and Scales, 2004; Benson, Scales, and Roehlkepartain 2011; Geraghty, 2003; Scales and Leffert, 2004; and Roehlkepartain, Benson, and Sesma, 2003). When we link the 21CCLC afterschool program to the concepts of Dunn & Dunn 1990 for meeting different learning styles and the UDL/BYOD concepts (Dalton & Smith, 2013; Hall, Meyer, & Rose, 2012; Roschelle, Courey, Patton, & Murray, 2013; and Tegmark-Chita, Gravel, Serpa, Domings, & Rose, 2012) that use 'smart devises' to provide 24/7/365 access to learning materials, we fully meet the goal of the 21CCLC program to have individualized instruction that meets all student needs while providing them a method to acquire and maintain life-long learning abilities. The UDL/BYOD allows for self-directed one-to-one learning to accrue. Each student's academic strengths and weaknesses will be determined and then various IT-based programs will be utilized to meet each student's needs (Cronin, Dahlin, Durant, & Xiang 2010). The linkage to the WorkForce Board will allow more real world College and Career Readiness skills to be developed. This overall system allows the 21CCLC programs to provide instruction to students in a manner that extends the regular day.

The campuses for this cycle 9 21CCLC are all the campuses at LFISD. The demographics and related information for the centers is as follows: C-1, La Feria High School 899 students: African American (AA) 0.1%, Hispanic (H) 97.1%, White (W) 2.4%, Other (O) 0.3%; Economically Disadvantaged (ED) 76.0%, English Language Learners (ELL) 3.1%, At-Risk (AR) 33.7%; and College-Ready Graduate (CR) rate for LFISD both subjects 50%, STAAR at or above Standard: All Subjects (AS) 76%, Reading (R) 71%, Science (S) 81%, & Social Studies (SS) 93%. C-2, La Feria Academy - 41: AA 0.0%, H 90.2%, W 9.8%; ED 95.1%; ELL 2.4%; AR 100.0%; CR n/a%, AS 66%, R 66%, M n/a, S n/a, SS, 75%. C-3, W B Green Junior High - 536: AA 0.0%, H 95.1%, W 4.3%; ED 81.5%; ELL 9.9%; AR 42.7%; AS 71%. R 74%, M 99%, Writing (W) 78%, S 61%, SS 55%. C-4, Noemi Dominguez Elementary - 541: AA 0.0%, H 96.5%, W 3.1%, O 0.4%; ED 80.8%; ELL 15.3%; AR 43.4%; AS 75%. R 76%, S 72%. C-5, C E Vail Elementary - 505: AA 0.2%, H 97.0%, W 2.4%, O 0.4%; ED 88.1%; ELL 25.1%; AR 62.8%; AS 69%. R 67%, W 64%. C-6, David G Sanchez Elementary - 515: AA 0.2%, H 96.9%, W 2.5%, O 0.4%; ED 85.8%; ELL 24.1%; AR 52.4%. C-7, Sam Houston Elementary - 557: AA 0.2%, H 96.9%, W 2.5%, O 0.4%; ED 89.4%; ELL 19.2%; AR 58.0%; AS 69%.

While these reported demographics are limited due to space and STAAR scores not address for the same reason, the sub-groups and their scores and needs were considered when developing the 21CCLC proposal and the selection of the campuses to be centers. We will use the PEIMS system to generate data every 3-weeks concerning attendance, discipline, and grades that will allow the site coordinators to know the effects of the 21CCLC programs and help move students to our services. The CIP/DIP procedures use similar data and will be integrated into the overall 21CCLC design so that the regular day and afterschool programs are integrated and help more students to succeed. The combination of RTI with UDL/BYOD will allow all sub-populations to have extra programming designed to remediate any academic skill sets they are missing. Also, we will use UDL/BYOD with software to accelerate behind-age-peer students to gain more than one year's academic growth. Last, the counseling and related services will allow the other needs of the families to be met.

For TEA Use Only

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

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

County-district number or vendor ID: 031-905	Amendment # (for amendments only):

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

The Family Engagement Specialist (FES) will be a full-time position with other LFISD related Home Liaison & Involvement staff helping to support the overall efforts to increase family involvement with the center and the campus. The FES will work with other social service providers to develop a system to leverage resources to allow more of the family needs to be met. The FES and the site coordinator will work together to develop a set of afterschool programs to address needs determined by the Taskforce. This will allow the families to have a more active role in the developing of their afterschool involvement programs. We predict that a combination of the system will produce a greater sense of ownership of the 21CCLC that leads to greater involvement and attendance. LFISD is using this as evidence that the combined system will increase these aspects of the 21CCLC program. This system will allow LFISD to meet real family and student needs because of the increased use of the program. The leveraging of local related staff positions with the 21CCLC positions allowed general services to be increased. The use of the 21CCLC evaluation information linked to the CIP/DIP process allows for the culture of the campus to be changed so that increased family involvement is the norm. This should help in sustaining these aspects of the 21CCLC program.

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 Family Engagement Specialist with the district/campus home liaison staff will work to increase the connections with the parent(s)/family members with 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. We found that schools would need to increase per-pupil spending by more than $1,000 in order to achieve the same results that are gained with parental involvement." Jeynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. 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. The Family Engagement Specialist will work with the Project Director to help create a catalog of extra services that are available to the community along with providing summary of related needs that other grant programs may be able to address. They will also work with the site coordinators to develop center specific programs to address family needs unique to each center. This will allow the general regional resources to be leveraged while having center specific programs to address center defined needs.

For TEA Use Only

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

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

County-district number or vendor ID: 031-905	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 families will have access from WorkForce Board and Head Start to additional services designed to help the non-academic needs of the students and families to be met. We will use the Taskforce to link our 21CCLC to area churches and other social service providers so we can increase the number of providers and the services to our families. The Positive Actions system will be used to provide a general framework for extra general parental support. Each center, in addition to the site coordinator, will have access to LFISD current staff members. This will help support the overall goals of the linking the families to other needed social services and working with the regular day campus staff. The 21CCLC program will use the general IT-support systems of the campus (generally in the campus library) to allow the parents without access to technology to access the Internet. This will allow these parents to seek fuller employment and research other information designed to meet their stated needs. The Taskforce will work with the site coordinator to schedule other general parenting and related age appropriate presentations to help parents in their role of being their child's first teacher. This will allow each parent to take a more active role in their child's public and post secondary academic development with the aid of the WorkForce Board. The Taskforce seeking other community social service providers will be used to help the families access other services to meet specific family needs. The families of the students who are not on track to pass STAAR/EOC20 will be contacted by the site coordinator to be informed of the extra service that the 21CCLC grant can provide to help these student achieve academically. During the celebrations of student success and other special student afterschool presentations the site coordinator will develop newsletters to send home with all students so that the families are aware of how they can become more involved with their campus and the 21CCLC center. Last, during campus goal meetings with parents and teachers, the 21CCLC site coordinator will have information concerning linking with other social service providers so that the families are aware of the additional services provided by this grant. The successful aspects of this parental involvement program will be linked to the CIP/DIP of the ISD's so that a basic cultural change at the campus level can be made in a socially appropriate manner. This will allow the 21CCLC program to increase the general involvement of the families with their campus while linking the more at-risk families to other social services that will allow their children to have the additional support to achieve positive life outcomes.

For TEA Use Only

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

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 031-905	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	☐	☐	☐

For TEA Use Only

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

Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 031-905	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	☐	☒	☒

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

Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 031-905	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	☐	☐	☐

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

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-905	Amendment number (for amendments only):			
Barrier: Visual Impairments				
#	**Strategies for Visual Impairments**	**Students**	**Teachers**	**Others**
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐
Barrier: Hearing Impairments				
#	**Strategies for Hearing Impairments**			
F01	Provide early identification and intervention	☐	☒	☒
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐
Barrier: Learning Disabilities				
#	**Strategies for Learning Disabilities**	**Students**	**Teachers**	**Others**
G01	Provide early identification and intervention	☐	☒	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐
Barrier: Other Physical Disabilities or Constraints				
#	**Strategies for Other Physical Disabilities or Constraints**	**Students**	**Teachers**	**Others**
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☒	☒
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-905		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	☐	☐	☐

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

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-905		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	☐	☒	☒

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

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

County-District Number or Vendor ID: 031-905	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	☐	☐	☐

For TEA Use Only

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

Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 031-905	Amendment number (for amendments only):

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

Total Nonprofit Schools within Boundary

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

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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

Total Nonprofit Participants

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
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):

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

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

County-District Number or Vendor ID: 031-905	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	

For TEA Use Only

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