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: 33 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 #
Jim Hogg County ISD	124-901		
Vendor ID #	ESC Region #		DUNS #
	Region 1		

Mailing address	City	State	ZIP Code
210 W Lucille St.	Hebbronville	TX	78361

Primary Contact

First name	M.I.	Last name	Title
Dr. Miguel	S	Perez	Superintendent
Telephone #	Email address		FAX #
361-527-3203	mperez@jhcisdpk12.org		361-527-4928

Secondary Contact

First name	M.I.	Last name	Title
Norma	T	Sanchez	Superintendent Secretary
Telephone #	Email address		FAX #
361-527-3203	nsanchez@jhcisdpk12.org		361-527-4928

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
Miguel	S	Perez	Superintendent of Schools
Telephone #	Email address		FAX #
361-527-3203	mperez@jhcisdpk12.org		361-527-4928

Signature (blue ink preferred) Date signed

03/22/2016

Only the legally responsible party may sign this application.

701-16-102-090

Schedule #1—General Information (cont.)	
County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **124-901**	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

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

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: **124-901**			Amendment # (for amendments only):	
#	**County-District # and Name**	**Authorized Official Name and Signature**	**Telephone Number and Email Address**	**Funding Amount**
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment	
County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

Community Overview:

Jim Hogg CISD's Afterschool Centers on Education (ACE) Program will be located in Hebbronville, Texas. Our ACE Program will consisit of **3 Centers and serve 320 students and 105 parents**. Currently, there are **NO comprehensive afterschool programs located in our area.** Our district serves a student population that is 96.1% Hispanic, 2.7% White, and .045 African American. Currently, **79.8% of our students are economically disadvantaged and 48.5% are classified as at-risk**. Our students and their families are living in an economically depressed community; none of our students have access to quality, affordable after-school programs. According to the U. S. General Accounting Office, only one-third of the schools in the United States, in low-income areas offer extended-day and enrichment programs, as opposed to more than half of schools in more affluent areas.

Our students have nowhere to go after school as do at least 7 million, possibly as many as 15 million across the country. Our children are at significant risk of getting poor grades, abusing drugs or alcohol, engaging in sexual activity, and dropping out of school. They are also missing out on much needed extended learning opportunities and positive relationships with caring adults in a safe environment. Mirroring their children's needs are the parents of our students.. Educational attainment in Jim Hogg CISD is also poor with only 9.8% of our population earning Associate and Bachelors Degrees compared to the state average of 23.8%. Roughly 33.1% of our community has only a high school diploma and/or GED. Over 15.4% of our community never completed high school and 20.3% have less than a 9th grade education.

The Jim Hogg CISD ACE budget, program activities and objectives were based on a needs assessment conducted by the district. All needs are based on our students who are most at-risk of academic failure and their parents. Jim Hogg CISD has developed a program management plan, evaluation plan and we have answered all statutory and TEA requirements. The district has committed local funding to this project and we will work in the future with our stakeholders to develop a long-term sustainability plan.

Objectives and Strategies:

Objective 1: Improve academics
Strategy 1: Provide resources to create a Texas 21st CCLC program designed through a comprehensive, collaborative, and coordinated approach inclusive of the school, student, family, service providers, and the community with the ultimate goal to help students meet state and local academic achievement standards and to help students graduate ready for college or the workforce.
Performance measure: 10% of 21st CCLC participants will exceed the state averages on the STAAR/TAKS in 2017

Objective 2: Improve attendance
Strategy 2: Organize after-school activities to create participant interest and to promote student achievement.
Performance measure: 21st CCLC participants' attendance will increase by 3% in 2017**Objective 3: Improve behavior**
Strategy 3: Provide character education instruction.
Performance measure: 21st CCLC participants cited for non-criminal and criminal activities will decrease by 5% in 2017

Schedule #5—Program Executive Summary (cont.)

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:

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

Objective 4: Improve promotion rates
Strategy 4: Provide accelerated instruction using an academics-based curriculum linked to TEKS.
Performance measure: 10% of 21st CCLC participants will exceed the state averages on the STAAR/TAKS in 2017**Objective 5: Improve graduation rates**
Strategy 5: Increase awareness in high-level classes.
Performance measure: 10% of 21st CCLC participants will exceed the state averages on the STAAR/TAKS in 2017

Our proposed ACE Program will offer an array of classes and activities to support the needs of our students and parents. These activities are based on TEA's Four Component Activity Guide and in accordance with program requirements: 1) Academic assistance; 2) Enrichment; 3) Family and parental support services; and 4) College and workforce readiness.

The district will offer extended programs for a minimum of 35 weeks per year, 12 hours a week. During the summer we will offer 6 weeks of programming for 4 days per week, 4 hours per day. These services will be offered to both students and their parents.

Research conducted in 2013 when comparing students who participate in the ACE program to non-participating students found the following:

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

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **124-901**	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	**$466,900**		**$466,900**
Schedule #8	Professional and Contracted Services (6200)	6200	**0**		**0**
Schedule #9	Supplies and Materials (6300)	6300	**88,800**		**88,800**
Schedule #10	Other Operating Costs (6400)	6400	**50,500**		**50,500**
Schedule #11	Capital Outlay (6600)	6600	**0**		**0**
	Consolidate Administrative Funds			☐ Yes **X** No	
	Total direct costs:		**$606,200**		**$606,200**
	Percentage% indirect costs (see note):		**N/A**	**N/A**	**N/A**
Grand total of budgeted costs (add all entries in each column):					

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	N/A	N/A	N/A

Administrative Cost Calculation

Enter the total grant amount requested:	$
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:	$

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **124-901** | 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)	3		135,000
6	Family engagement specialist (required)		1	25,000
7	Secretary/administrative assistant			
8	Data entry clerk		1	25,000
	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			
12	Social worker			
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			
14	ESC coordinator/manager/supervisor			
15	ESC support staff			
16	ESC other			
17	ESC other			
18	ESC other			
Other Employee Positions				
19	Title			
20	Title			
21	Title			
22			Subtotal employee costs:	$250,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			
24	6119 Professional staff extra-duty pay – 13 positions 480 hours @ $25 per hour			$156,000
25	6121 Support staff extra-duty pay			
26	6140 Employee benefits			60,900
27	61XX Tuition remission (IHEs only)			
28			Subtotal substitute, extra-duty, benefits costs	$216,900
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$466,900**

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **124-901**	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		$0
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$
	(Sum of lines a, b, and c) Grand total	**$0**

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: **124-901**		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$88,800
	Grand total:	**$88,800**

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: **124-901**		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.	
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.	$9,000
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: Program specific, specify purpose: Cycle 9 2-day workshop in Austin, TX, September 2016 for key grant personnel; USDOE 21st CCLC Summer Institute; Texas ACE Project Regional Workshops for Project Director, Site Cooridnators and Family Engagement Specialist	18,000
	Remaining 6400—Other operating costs that do not require specific approval: Trasportation to and from activities	23,500
	Grand total:	**$50,500**

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: **124-901** | Amendment number (for amendments only):

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

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

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

County-district number or vendor ID: **124-901** | Amendment # (for amendments only):

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

Total enrollment: 655

Category	Number	Percentage	Category	Percentage
African American	**6**	**.5%**	Attendance rate	**93.9%**
Hispanic	**1084**	**96.7%**	Annual dropout rate (Gr 9-12)	**2.8%**
White	**30**	**2.7%**	Students taking the ACT and/or SAT	**84.5%**
Asian	**3**	**.3%**	Average SAT score (number value, not a percentage)	**1468**
Economically disadvantaged	**900**	**79.8%**	Average ACT score (number value, not a percentage)	**17.3**
Limited English proficient (LEP)	**88**	**7.8%**	Students classified as "at risk" per Texas Education Code §29.081(d)	**48.5%**
Disciplinary placements	**38**	**3.1%**		

Comments

Click and type here to enter response.

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

Category	Number	Percentage	Category	Number	Percentage
African American	**1**	**1.2%**	No degree	**1**	**1.2%**
Hispanic	**74**	**89.2%**	Bachelor's degree	**78**	**94.0%**
White	**8**	**9.6%**	Master's degree	**4**	**4.8%**
Asian	**0**	**0%**	Doctorate	**0**	**0%**
1-5 years exp.	**9**	**10.8%**	Avg. salary, 1-5 years exp.	**$45,982**	**N/A**
6-10 years exp.	**16**	**19.3%**	Avg. salary, 6-10 years exp.	**$41,373**	**N/A**
11-20 years exp.	**27**	**32.5%**	Avg. salary, 11-20 years exp.	**$45,710**	**N/A**
Over 20 years exp.	**21**	**25.3%**	Avg. salary, over 20 years exp.	**$56,524**	**N/A**

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

County-district number or vendor ID: **124-901** | Amendment # (for amendments only):

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

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		0	30	30	30	30	30	30	30	30	20	20	20	20	320
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		0	30	30	30	30	30	30	30	30	20	20	20	20	320

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Schedule #13—Needs Assessment

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

Stakeholders involved:

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

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

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

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

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

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

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

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

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

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, 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.	**Improve Academic Performance**	**Objective 1: Improve academics** Strategy 1: Provide resources to create a Texas 21st CCLC program designed through a comprehensive, collaborative, and coordinated approach inclusive of the school, student, family, service providers, and the community with the ultimate goal to help students meet state and local academic achievement standards and to help students graduate ready for college or the workforce. Performance measure: 10% of 21st CCLC participants will exceed the state averages on the STAAR/TAKS tests in 2017
2.	**Improve Attendance**	**Objective 2: Improve attendance** Strategy 2: Organize after-school activities to create participant interest and to promote student achievement. Performance measure: 21st CCLC participants' attendance will increase by 5% in 2017
3.	**Improve Behavior**	**Objective 3: Improve behavior** Strategy 3: Provide character education instruction. Performance measure: 21st CCLC participants cited for non-criminal and criminal activities will decrease by 5% in 2017
4.	**Improve Promotion Rates**	**Objective 4: Improve promotion rates** Strategy 4: Provide accelerated instruction using an academics-based curriculum linked to TEKS. Performance measure: 10% of 21st CCLC participants will exceed the state averages on the STAAR/TAKS tests in 2017
5.	**Improve Graduation Rates**	**Objective 5: Improve graduation rates** Strategy 5: Increase awareness in high-level classes and increase awareness of college and workforce readiness standards. Performance measure: 10% of 21st CCLC participants will exceed the state averages on the STAAR/TAKS tests in 2017

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Schedule #14—Management Plan

County-district number or vendor ID: **124-901** | Amendment # (for amendments only):

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

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

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1.	Use innovative instructional techniques for academic and enrichment activities	08/01/16	07/31/17
		2.	Provide adult advocates, based on student need and in accordance with best practices	08/01/16	07/31/17
		3.	Conduct ongoing/continuous student assessment to determine need and improve targeted services	08/01/16	07/31/17
		4.	Provide training opportunities for staff development	08/01/16	07/31/17
2.	Improve Attendance	1.	Use innovative instructional techniques for academic and enrichment activities	08/01/16	07/31/17
		2.	Provide adult advocates, based on student need and in accordance with best practices	08/01/16	07/31/17
		3.	Conduct ongoing/continuous student assessment to determine need and improve targeted services	08/01/16	07/31/17
		4.	Provide training opportunities for staff development	08/01/16	07/31/17
3.	Improve Behavior	1.	Use innovative instructional techniques for academic and enrichment activities	08/01/16	07/31/17
		2.	Provide adult advocates, based on student need and in accordance with best practices	08/01/16	07/31/17
		3.	Conduct ongoing/continuous student assessment to determine need and improve targeted services	08/01/16	07/31/17
		4.	Provide training opportunities for staff development	08/01/16	07/31/17

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

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

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

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.

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

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

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

The following are some of the resources we will use in order to develop a sustainability plan:
Project Plan – detail sustainability plan;
After-school Task Force – develop subcommittee for sustainability
Leveraging Funding Chart – appendix 29 – utilize to develop sustainability plan
Blue Print – Quality Assurance – Task 10 – develop a sustainability plan.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **124-901** | 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.	Coordinate the collection and monitor the quality / completeness of required federal and state data.	1.	Program data, such as enrollment, demographic, attendance, and activity information, to be entered into the TX21st web-based tracking system on an on-going basis.
		2.	Surveys from parents, students, teachers, and staff at the end of each school year.
		3.	School records data, including student grades, TAKS scores, school attendance, and disciplinary actions at the end of each school year.
2.	Review evaluation progress and results with program staff.	1.	Results from surveys administered by Project Director or Site Coordinator.
		2.	Changes in outcomes over time.
		3.	Data from the internal monitoring process.
3.	Assist with the completion and submission of the Final Yearly Report	1.	Complie attendance records.
		2.	Review promotion records.
		3.	Review college-readiness indicators.
4.	Develop a local Evaluation Guide for the program	1.	Meet with the Project Director to design local evaluation and determine what additional data, if any, are going to be collected in addition to data collected through TX21st and state-level evaluation.
		2.	Meet with program staff routinely for planning and for using improvement plans.
		3.	Provide semi-annual written reports that include internal monitoring data, improvement plan updated data, family/student survey data, and student outcome data.

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.

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

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

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

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

Our ACE Program is designed based on our campus needs assessments, our campus improvement plans and in a collaborative, comprehensive, and coordinated approach. The district's program activities have been designed to be innovative and interactive. Program activities will be best-practice hands-on methods of instruction that assist students and adult participants in their learning and ability to make connections.
Our ACE Program will balance academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts. ACE Program activities will be based upon the needs of the campus and in conjunction with the ***Four-Component Activity Guide*** and will be balanced, the program will offer at a minimum one activity from each category and will be offered each term. Activities identified in the Four-Component Activity Guide will be offered in all four areas: Academic Assistance, Enrichment, Family and Parental Support Service, and College and Workforce Readiness. The following are examples of activities the district intends to incorporate into our ACE Program:

Academic Assistance: STAAR/TAKS prep. Academic skills, Accelerated and remedial education activities, Credit Recovery, Educational field trips, Homework check/completion, Extended Library services, Language (ESL/LEP)
Enrichment: Goal setting, Nutrition, Problem solving skills, Safety awareness, Self-esteem awareness, Social skills, sports activities.
Family and Parental Support Services: Parent/Family events, Partnes with PTA/PTO, Relationship building, Parent Support group, Technology literacy.
College and Workforce Readiness: Engineering activities, Dress for success, Goal setting, Stock Market club, Career counseling, Career field trips, College admission assistance, Colleg awareness/preparation, College awareness/preparation, College career goals.

Recognizing that lack of transportation is often a barrier to participation; the district planned and budgeted for district buses to transport participants safely to and from the center and home.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will develop a Marketing Plan to insure that the ACE program has maximum impact on student performance and family strengthening by keeping students, families, and communities informed of program opportunities as well as the location of community learning centers:

- The Afterschool Task Force will identify key individuals within the district along with potential community members to serve on the marketing plan committee by September 2016.
- The Task Force will identify key marketing modalities, for example cable channel, church newsletters, by November 2016, with this committee in place by August 2016.
- The Task Force will identify a local "celebrity spokesperson" for the larger cause of after school programming, as well as make connections with national after school marketing programs such as "Lights On After School" by August 2016 and will incorporate ways to include those new resources into a "back to school – after school" campaign kickoff that will start in August 2016.
- The Task Force will review ACE program usage to determine the need for specialized or localized marketing campaigns that insure that usage of each ACE center is maximized each semester.
- The Task Force will seek major, external media coverage for at least one after school event per semester.
- A marketing plan including all of these efforts will be completed in time for the continuation application and will be updated annually.
- The district will also untilize the ACE marketing materials that are available to grantees such as brochures for community members and families (in both English and Spanish), posters, door hangers, newsletter and press release templates and an outreach checklist to help keep grantees on track with their communication.

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

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

The program's academic achievement component will include tutoring in core academic subjects and provide extra learning opportunities that provide our students with ways to practice their academic skills through engaging, hands-on activities. These activities will include: "clubs" to foster critical thinking skills, persistence and other positive work habits; theatre programs to encourage reading, writing and speaking as well as teamwork, goal-setting and decision-making; book clubs to encourage reading for pleasure; art programs to foster applications of reading, writing, math, and social studies skills.

According to the *Harvard Family Research Project's (HFRP)* **Issues and Opportunities in Out-of-School Time Evaluation**, academic outcomes associated with participation in after school programs include: Better attitudes toward school and higher educational aspirations; Higher school attendance rates and less tardiness; Less disciplinary action (e.g., suspension); Lower dropout rates; Better performance in school, as measured by achievement test scores and grades; Greater on-time promotion; Improved homework completion; and Engagement in learning.

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.

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

Funding for this program will also be enhanced with funding from in-kind contributions, community contributions, Title I, Part A, Title II, IDEA, ERate Y2016-2017, and local funding. We will also utilize and coordinate eligible funding from other state and federal funded competitive and non-competitive programs.

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

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

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

How the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities - As we developed our plan, we met with involved stakeholders to: (1) acquire diverse perspectives (e.g., met with school districts, community-based organizations, institutions of higher education, etc); (2) ensure that appropriate staffing is available for administration of the program; (3) post a timely public notice announcing the district's intent to file an application; (4) provide ample consideration and attention to the technical assistance aspect of the program in terms of who the providers will be, the services that can be provided, and the timeframe for which such services will be provided. All ACE activities will be based on an annual assessment of objective data regarding the need for before and after school programs and activities in the schools and communities.

A summary of the plan to collect local data for continuous assessment and local program evaluation activity - Our ACE Program will use multiple objectives and performance indicators to measure the progress of our program activities. Performance measures assess a program's progress on the implementation of strategies and activities. There are generally two types of performance measures: (1) Measures of effort help a program understand what activities and other services are being offered in the program. Examples include: types and number of activities offered (e.g., tutoring three times a week, service learning in the community once a month), level and intensity of the activities (e.g., daily attendance, type of homework assistance provided and how often), and participant demographics. (2) Measures of effect reflect changes in knowledge, skills, attitudes, or behavior of participants. Examples include: improved study habits, increased sense of responsibility to the community, and increased parent and/or participant satisfaction with programs. There are many data sources and data collection methods. Data can be collected from youth, families, staff, funders, educators, and other stakeholders. Surveys are often effective for assessing participant or parent satisfaction.

References to evidence-based research that supports the design of the program or activity - When providing services in core academic areas such as reading and mathematics where scientifically based research has been conducted and is available, we will utilize the information to assist our students in meeting state and local student academic achievement standards. The U.S. DOE, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that information about such programs is made widely available. The district will also provide professional development to our staff in 21st CCLC program practices and strategies that has been proven effective.

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

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

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

X 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.

Priorities for Funding

Special rule: **TEA will provide the same priority to an application submitted by an LEA if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant.**

Jim Hogg CISD is a small rural Texas school district with few if any community-based organizations in reasonable geographic proximity and of sufficient quality to partner with to meet the requirements of this grant.

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

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

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

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

Other out-of-school-time services that are available in the community - The district provides tutorials after school for test prep as well as a few other programs such as after school library hours, summer credit recovery, and college nights. Available resources for our program consists of the use of the district's facilities, use of our technology resources, utilities, transportation, staffing resources, supplies and materials, etc.

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

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

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

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

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

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

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

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

The district has after-school experience and we are able to demonstrate "promise of success" by providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of our students. Program staff have experience and practice in "positive youth development" which refers to a philosophy and approach to working with young people that recognized: (1) multiple domains of young people's development - cognitive, social, emotional, physical and more - are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development.

Currently the district provides several after school program activities such as Tutorials on Monday – Thursday after school. The district also provides summer school every summer for our students for the month of June. But we would like to expand on the programs that we currently have in place in order to engage our students in academic achievement activities, enrichment activities, family-based activities, as well as develop community service activities. But due to funding and budget cuts, staff cutbacks and time restraints, the district has not been able to implement the type of comprehensive after school program that has the design elements, is research-based with available funding for materials, technology and personnel like the Texas ACE Program which focuses on academics and has proven family activity strategies. The district and our After School Task Force, if funded, will work together with other community stakeholders to develop "one" program that will better service our students, staff, families and community. Our district and campus staff are experienced and highly educated. Our staff will provide enrichment and educationally related activities that will complement and enhance the academic performance achievement and positive youth development of our students and parents.

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

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.

N/A

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

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

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

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

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

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

The following are some of the resources we will use in order to develop a sustainability plan:
Project Plan – detail sustainability plan;
After-school Task Force – develop subcommittee for sustainability
Leveraging Funding Chart – appendix 29 – utilize to develop sustainability plan
Blue Print – Quality Assurance – Task 10 – develop a sustainability plan.

Our School Board has signed a letter of support and it is attached to the application.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

a. While all of our partnerships have unique membership, goals, and approaches, the experiences of our existing partnerships and their public- and private-sector leaders point to some key principles for success in planning, design and improvement, and feedback. We will use these principles in determining and expanding partnerships for our ACE Program.

- Successful partnerships engage in a thoughtful process to define a vision or mission and clear goals. They also take time to ensure complete agreement and understanding among all the partners.
- Defining and achieving specific outcomes or results—a criterion of success that the business sector has long held as important and that the public sector is striving to embrace—is an effective way to assess progress.
- Families are the ultimate consumers of the programs and services supported by after school partnerships.
- Partnerships are most effective when they draw from a broad range of perspectives, resources, and expertise.
- Success requires leaders who act as change agents by clearly communicating the goals of the partnership and building a broad base of support.
- Successfully managing a partnership requires an effective governance structure.

b. Key stakeholders and organizations included both prior to notice of grant award and planned post grant award that will be involved in the ACE program:
Community Stakeholders:
Local police department
Local fire department/EMS
County Library
Local Community College
Community Assets:
Parks and Rec, Little League, school library, school computer labs, local churches, district teachers, students, parents, staff, and our local community college.

c. The district will ensure that the community stakeholders contribute to creating program awareness, evaluating program effectiveness and sustainability by developing an Afterschool Task Force. The Afterschool Task Force will be developed by the end of the first year to ensure that the ACE Program provides academic enrichment and services needed to help students meet academic standards and graduate college and/or work force ready. The Afterschool Task Force will: (1) assist in developing goals for the after school program; (2) provide support and guidance for the after school program; (3) secure community buy-in and support for the program; (4) assist in the development and implementation of the strategic plan. Additionally, the Program Director will regularly report grant progress and problems encountered to his supervisor and to the chain of management as appropriate. The program staff will coordinate with the Technical Assistance Coordinator to implement recommendations. The technical assistance services will: provide direct technical assistance to ensure that programs are as successful as possible; conduct on-site reviews to monitor the progress of grantees meeting their goals and objectives; assist in resolving issues they identify during technical assistance and monitoring visits; assist grantees in building their capacity to implement high quality out-of-school time programs and create supportive learning environments that promote youth development and family literacy; assist in addressing routine grant requirements such as amendments, continuation applications, and data reporting into the Texas 21st CCLC Tracking System.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

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

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

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

The Project Director will manage grant programs incuding:

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

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

County-district number or vendor ID: **124-901** | Amendment # (for amendments only):

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

Center Number: 1	**Center Name: Hebbronville High School**		
9 digit campus ID#	**124-901-001**	**Distance to Fiscal Agent (Miles)**	**0**
Grade Levels to be served (PK-12)	**9-12**		

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:	**80**
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	N/A			
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: Hebbronville Junior High School**		
9 digit campus ID#	**124-901-041**	**Distance to Fiscal Agent (Miles)**	**0**
Grade Levels to be served (PK-12)	**6-8**		

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:	**90**
Number of Adults (parent/ legal guardians only) to be served:	**35**

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	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

Center Number: 3	**Hebbronville Elementary School**		
9 digit campus ID#	**159-901-101**	**Distance to Fiscal Agent (Miles)**	**0**
Grade Levels to be served (PK-12)	EE-5		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	**150**
Number of Adults (parent/ legal guardians only) to be served:	**45**

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	N/A			
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: N/A**		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

County-district number or vendor ID: **124-901**	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.

All district ACE Program activities will be based upon the needs of the campus and in conjunction with the Four-Component Activity Guide and will be balanced; the program will offer at a minimum one activity from each category and will be offered each term. Through communication with students' regular school day teachers with after school staff, students most in need will be identified. The Project Director and other staff members will be responsible for identifying students most at-risk of academic failure, low attendance, and discipline problems.

Activity Planning Requirements

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

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

County-district number or vendor ID: **124-901** | Amendment # (for amendments only):

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

The center will provide a **consistent** and **dependable** schedule of weekly activities for program participants, students and adult family members, to be included in the Center Project Plan. Activities will be a minimum of 45 minutes.

The Jim Hogg CISD's ACE Program will have 3 centers:

Center #1 – Hebbronville High School; grades 9-12 - During the school year our Center will be open 35 weeks, Monday – Friday 3:45 p.m.–5:45 p.m., Saturday 9:00 a.m.-12:00 and during the summer for 6 weeks for 4 hours a day for 4 days per week.

Center #2 – Hebbronville Junior High School; grades 6-8 - During the school year our Center will be open 35 weeks, Monday – Friday 3:45 p.m.–5:45 p.m., Saturday 9:00 a.m.-12:00 and during the summer for 6 weeks for 4 hours a day for 4 days per week.

Center #3 – Hebbronville Elementary School; grades EE-5 - During the school year our Center will be open 35 weeks, Monday – Friday 3:45 p.m.–5:45 p.m., Saturday 9:00 a.m.-12:00 and during the summer for 6 weeks for 4 hours a day for 4 days per week.

Our Fall and Spring school year schedule will be as follows:
Center/Campus schedules: 32 weeks
Fall – September 6, 2016 – December 16, 2016
Spring – January 3, 2017 – May 27, 2017
During the Summer session our schedule will be as follows:
Monday-Thursday:
9:00 a.m.- 1:00 p.m.
For a 6 week time period.
June 6, 2017 – July 15, 2017

Additional activities will be planned for the summer schedule based on the Texas ACE Four-Component Activity Guide. The district will target all grade levels and students and families most in-need of program services

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.

Our ACE Center will have a **sign-in and sign-out procedure** for all students which will be documented and in place for the center. The Project Manager at the Center will be responsible on a daily basis for the sign-in and sign-out procedures. The ACE Center will comply with the **ACE Safety Checklist annually**. The Checklist is described in Task 3 and located in the Appendix of the PRIME Blueprint (http://texasace21.org/index.php/about-ace/ace-model/blueprint). The district will complete the ACE Safety Assessment and include the information in the PRIME Assessment Binder.

Rationale:

- ACE programs must ensure the safety of students, their families, and center staff during the delivery of all ACE programming.
- ACE programming happens in a wide variety of facilities, such as recreation centers, public schools, charter schools, adjunct sites.
- A need exists for a formal assessment for programs, Technical Assistance Consultants, and grantee staff to use to assess and ensure the safety of all program facilities and processes.
- The ACE Safety Self-Assessment will serve as:

1. a tool for communicating the safety of one's program, and
2. an action plan for ensuring the safety of children and families that participate in the ACE programs, and
3. to open up conversations between school administrators and center directors to develop consistent safety policies and procedures so that grant goals can be accomplished.

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

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:

County-district number or vendor ID: **124-901**	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.

All district ACE Program activities will be based upon the needs of the campus and in conjunction with the Four-Component Activity Guide and will be balanced; the program will offer at a minimum one activity from each category and will be offered each term. All program activities will aligh with the regular school day curriculum, will expose our students to meaningful academic content that supports the mastery TEKS and will provide oppourtunities for our youth to practice schools through engaging and interactive activities. We will also use local data to meet our students needs in order to achieve our desired student and parent outcomes. All activities will be evidence based on best practices

Activity Planning Requirements

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

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

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

As stated above in the "Activity Planning Requirements", ALL activities will be be based upon the **needs of the Center's students and intentionally developed** using the **three data sets**; Campus Level Data; Student Level Deficiency Data; and Student Voice & Choice.

Aligning program strategies to the intended program objectives will ensure that all activities are aligned to identified student needs to achieve positive student outcomes.

Critical Success Factors reflect behavioral changes that must be demonstrated by students enrolled in the program or by the adults working on their behalf. Critical success factors are essential for **Texas ACE programs** to succeed in meeting the **five objectives** defined for the program and are all indicators of student success. **Milestones** are key strategies that establish the foundation on which critical success factors are built. The district will develop activities that ensure each of the milestones is met. These milestones correspond to each of the critical success factors.

Critical Success Factor #1: **Student and Family Engagement** – *Students and families actively participating and engaged in learning*
Performance Indicators: Increased student and family attendance in afterschool programs
Milestones: Utilize innovative instructional techniques for academic and enrichment activities based on research and best practices
Performance Indicators: Activity Tracking – Tx21st, Curriculum/Lesson Plans

Critical Success Factor #2: School Involvement – *Students and families increased sense of involvement in school*
Performance Indicators: Number of students participating in extracurricular activities
Milestones: Provide adult advocates, based on student need and in accordance with best practices
Performance Indicators: Number of meetings with students, Number of contacts made with families, teachers, school day staff

Critical Success Factor #3: Assessment Data – *Use of assessment data to revise/evaluate student services*
Performance Indicators: Changes in student activities following re-assessment
Milestones: Conduct ongoing/continuous assessment to determine need and improve targeted services
Performance Indicators: Methods of assessment: pre- post tests, needs assessments, case plans, etc.

Critical Success Factor #4: Professional Development Impact – *Implementation of strategies learned through training*
Performance Indicators: Changes in methods of instruction based on training
Milestones: Provide training opportunities for staff development
Performance Indicators: Number of trainings, schedule of trainings, staff sign in sheets, participant surveys

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

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

Jim Hogg CISD will have 3 Centers in our ACE program and require a part-time Family Engagement Specialist (FES). Our Family Engagement Specialist will work closely with the Project Director and Site Coordinators to encourage families to participate in their child's education and strengthen the skills they need to ensure their children's success in school. Jim Hogg CISD's FES will work in conjunction with the Project Director to coordinate family engagement strategies for all centers in our ACE program. Our FES will also work closely with our principal, day time staff including teachers, counselors, administration, etc.

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.

Jim Hogg CISD ACE Family Engagement Specialist (FES) will work closely with the Project Director and Site Coordinators to recruit families to participate in the program and assist in the coordination of family engagement strategies across all centers.

The ACE Family Engagement Specialist will:

- Maintain regular communication with all parents regarding the ACE program.
- Reach out to individual parents and develop supportive relationships.
- Maintain a family resource center.
- Conduct needs assessments and surveys to determine types of activities families want and need.
- Plan, coordinate, and implement ongoing, consistent activities for families that include, but are not limited to:
  - Assistance in how to support their child in school,
  - Assistance in developing parenting skills,
  - Assistance in making connections and developing relationships in the school community,
  - Personal growth and lifetime learning.
- Coordinate services with programs within the school and community with groups such as the PTA/PTO, coordinated school health services, local colleges and financial aid offices, local workforce development organizations, etc.

Our Family Engagement Specialist will attend at least one conference on family and parental involvement.

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

County-district number or vendor ID: **124-901**	Amendment # (for amendments only):

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

Jim Hogg CISD ACE family engagement activities consist of coordination of efforts between multiple parties both within the district and within the community. In addition to determining the types of activities to offer family members of students participating in the ACE program, funds have been budgeted and coordinated for this purpose. Our family engagement activities will consist of literacy classes, parenting classes, parent/student activities, etc. The Center in our ACE program will provide/offer family engagement activities throughout the grant period.

Family engagement activities:

- Funding will be budgeted to support meaningful, high-quality family engagement activities.
- Will be offered for immediate adult/ family members (parents/ legal guardians) of students enrolled in the ACE program only.
- Will be educational and literacy related and based on need and in collaboration with families.
- Will be ongoing and consistent throughout all terms within a year (fall, spring, summer). One-time events throughout the year are encouraged but alone do not suffice.
- The number of family members served will be in proportion with the targeted number of students.
- Will address the needs of working families.
- Will provide parents opportunities for meaningful engagement in their children's education.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **124-901** | Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	X	X
A02	Provide staff development on eliminating gender bias	X	X	X
A03	Ensure strategies and materials used with students do not promote gender bias	X	X	X
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	X	X	X
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	X	X	X
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	X	X
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	X	X	X
B02	Provide interpreter/translator at program activities	X	X	X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X	X	X
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X	X	X
B05	Develop/maintain community involvement/participation in program activities	X	X	X
B06	Provide staff development on effective teaching strategies for diverse populations	X	X	X
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	X	X	X
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	X	X	X
B09	Provide parenting training	X	X	X
B10	Provide a parent/family center	X	X	X
B11	Involve parents from a variety of backgrounds in decision making	X	X	X

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

County-District Number or Vendor ID: **124-901** | Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	X	X	X
B13	Provide child care for parents participating in school activities	X	X	X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	X
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	X	X	X
B16	Offer computer literacy courses for parents and other program beneficiaries	X	X	X
B17	Conduct an outreach program for traditionally "hard to reach" parents	X	X	X
B18	Coordinate with community centers/programs	X	X	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
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	X	X	X
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	X	X	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X	X	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	X	X	X
B99	Other (specify)			

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: **124-901** | Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

County-District Number or Vendor ID: **124-901** | Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	X	X
G02	Expand tutorial/mentor programs	X	X	X
G03	Provide staff development in identification practices and effective teaching strategies	X	X	X
G04	Provide training for parents in early identification and intervention	X	X	X
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	X	X	X
H02	Provide staff development on effective teaching strategies	X	X	X
H03	Provide training for parents	X	X	X
H99	Other (specify)			

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

County-District Number or Vendor ID: **124-901** | Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	X	X	X
L02	Establish collaborations with parents of highly mobile families	X	X	X
L03	Establish/maintain timely record transfer system	X	X	X
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	X	X	X
M02	Conduct home visits by staff	X	X	X

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

County-District Number or Vendor ID: **124-901** | Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	X	X	X
M04	Conduct parent/teacher conferences	X	X	X
M05	Establish school/parent compacts	X	X	X
M06	Provide parenting training	X	X	X
M07	Provide a parent/family center	X	X	X
M08	Provide program materials/information in home language	X	X	X
M09	Involve parents from a variety of backgrounds in school decision making	X	X	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	X	X
M11	Provide child care for parents participating in school activities	X	X	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	X	X	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	X	X	X
M15	Facilitate school health advisory councils four times a year	X	X	X
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	X	X	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	X	X	X
N03	Provide mentor program for new personnel	X	X	X
N04	Provide intern program for new personnel	X	X	X
N05	Provide an induction program for new personnel	X	X	X
N06	Provide professional development in a variety of formats for personnel	X	X	X
N07	Collaborate with colleges/universities with teacher preparation programs	X	X	X
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	X	X	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X	X	X

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

County-District Number or Vendor ID: **124-901** | Amendment number (for amendments only):

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	X	X	X
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	X	X	X
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	X	X
Q03	Conduct program activities in community centers and other neighborhood locations	X	X	X
Q99	Other (specify)			

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: **124-901**	Amendment number (for amendments only):	
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For ***statewide*** teacher training programs or ***statewide*** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **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):		

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

County-District Number or Vendor ID: **124-901**	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

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

Designated Times

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

Part 4: Selection Criteria/Activity Timeline

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

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

Select the one appropriate box below.

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

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

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

For TEA Use Only

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