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 12:40 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 #
Cleburne ISD	126903		
Vendor ID #	ESC Region #		DUNS #
1756000728	11		100515477

Mailing address	City	State	ZIP Code
505 N. Ridgeway, Suite 100	Cleburne	TX	76033-

Primary Contact

First name	M.I.	Last name	Title
Tammy		Bright	Assisstant Superintendent Student Services
Telephone #	Email address		FAX #
817-202-1116	tbright@c-isd.com		817-202-1468

Secondary Contact

First name	M.I.	Last name	Title
David		Johnson	Chief Financial Officer
Telephone #	Email address		FAX #
817-202-1151	Djohnson@c-isd.com		817-202-1468

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
Kyle		Heath	Superintendent
Telephone #	Email address		FAX #
817-202-1112	kheath@c-isd.com		817-202-1468

Signature (blue ink preferred): Kyle Heath

Date signed: 3-28-16

Only the legally responsible party may sign this application.

701-16-102-092

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 126903	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

Section 1: Applicant Organization's Fiscal Year	
Start date (09/01):	End date (08/31):
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: 126903	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 126903	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

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

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

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 126903	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.		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: 126903 | 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: 126903	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: 126903	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: 126903	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.

Cleburne, Texas is neighborhood community approximately 30 miles south of Fort Worth, Texas. Current population is estimated at 30,000 residents. Cleburne Independent School District covers 205.98 square miles in Johnson County and is the largest employee in Cleburne, Texas which also serves as the county seat. The district employees approximately 1,000 staff members and has a monthy payroll in excess of $3.0 million. With approximately 6,6000 students attending Cleburne Public Schools, the district features 11 campuses including 7 elementary schools serving Pre-kindergarten through Grade 5, two middle schools serving grades 6-8, and Cleburne High School serving grades 9-12. The district also maintains an alternative high school. Other facilitites include a daycare center, Community Education and an Adult Education Learning Center. The ethnic make-up of the district includes 49% white, 42% Hispanic and 4% African American. Futher demographic information for the district is 66.33% economically disadvantaged and 19.4% Limited English Proficient. Cleburne ISD is an integral part of the community. Through a number of partnerships and programs ranging from the Adopt-a-School to work cooperative through the high school, the district and community work together to provide the best for students and families. A district-sponsored Volunteers in Public Schools (VIPS) provides another opportunity for parents and community leaders to get involved.

The purpose of this grant is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high need, high poverty, low performing schools, to meet state and local standards in core academic subjects. Cleburne ISD is a perfect venue for this program. The short distance to Ft. Worth and Dallas areas provide employment for many families. The commute leaves children unattended in the after school hours. A critical age that is left unattended are the middle school age children. Even if parents work in the city of Cleburne, income levels often prohibit parents from being able to provide enrichment and after school activities for their children. Cleburne has a high percentage of bus students that depend on transportation to and from schools daily. An after school program, targeting selected students would enhance the educational process for these students and familiies. The program proposed is to add after school enrichment programs at both the middle school sites. Students would not have to be transported to an additional site. Parents are familiar and trust the school building and school system, so this would be a positive to promote these after hours activities. Teachers who serve the students during the regular day who meet the selection criteria could apply to be the enrichment providers. This would promote continuity between regular and after hours curriculum. The proposed activities would be scheduled four days a week for 29 week during the school year. Activities would run Monday through Thursday afternoon from 4:00pm to 6:00pm. Each student would attend two 45 minute activities a day depending on their individual needs. Transportation would be provided after 6:00pm if needed. Family involvement is a key factor in the success of this program as well. The nightly family activities will be scheduled to invite the parents into the after hour setting and provide feedback of the program. An Advisory Committee will be formed that will meet monthly in the first year to provide input and feedback as well. The same type services will be provided in the summer session of 2017. Six weeks of classes meeting four hours a day will beprovided to these select students. Curriculum and activities will be designed to assist in student success for the upcoming school year. Currently no organized program exists for the Middle school level student. CISD has an after school daycare type program at a few of the elementary canpuses to assist parent in after school care for that age group. A few community organizations hold organized tutoring session after school for a few select group of third through fifth graders, but no program currently exists for the middle school age child. A successful middle school program will hopefully produce the need for the same type program at the ninth grade level. This would be a district goal for the following year.

Basic areas to be targeted are: Student Attendance, Student Behavior, Student Achievement, Student Grade Level Promotion, and ultimately Student Graduation and Post Secondary Readiness Skills. Academic instruction will be an emphasis along with enrichment activities included but not limited to dance, art, music, STEM, robotics, photography, computer gaming, and lifelong sports activities.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 126903	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.	
Click and type here to enter response.	

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Schedule #6—Program Budget Summary	
County-district number or vendor ID: 126903	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)17750.00	6100	453,200.00	0.00	$453,200.00
Schedule #8	Professional and Contracted Services (6200)	6200	6,000.00	0.00	$6,000.00
Schedule #9	Supplies and Materials (6300)	6300	$25,500.00	$2,000.00	$27,500.00
Schedule #10	Other Operating Costs (6400)	6400	$34,000.00	$3,000.00	$37,000.00
Schedule #11	Capital Outlay (6600)	6600	$47,300.00	$3,000.00	$50,300.00
	Consolidate Administrative Funds		566,000.00	☐ Yes ☐ No	574,000.00
		Total direct costs:	$566,000.00	$8,000.00	$574,000.00
		2% indirect costs (see note):	N/A	$11,480.00	$11,480.00
Grand total of budgeted costs (add all entries in each column):			**$566,000.00**	**$19,480.00**	**$585,480.00**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0	$0	$0

Administrative Cost Calculation

Enter the total grant amount requested:	$585,480.00
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:	29,274.00

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: 126903 | 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	30		$313,200
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director (required)	1		$80,000
5	Site coordinator (required)			$
6	Family engagement specialist (required)	1		$60,000
7	Secretary/administrative assistant			$
8	Data entry clerk			$
9	Grant accountant/bookkeeper			$
10	Evaluator/evaluation specialist			$
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Title			$
20	Title			$
21	Title			$
22	Subtotal employee costs:			$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			$
24	6119 Professional staff extra-duty pay			$
25	6121 Support staff extra-duty pay			$
26	6140 Employee benefits			$
27	61XX Tuition remission (IHEs only)			$
28	Subtotal substitute, extra-duty, benefits costs			$
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$453,200.00

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

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 126903	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	Independent Auditor $3,000.00 per Center	$6000.00
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		$6000.00

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: 126903		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$27,500.00
	Grand total:	**$27,500.00**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 126903	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.	$
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:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$37,000.00
	Grand total:	**$37,000.00**

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: 126903			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	Laptops - student	28	$1500.00	$42,000.00
3	Laptops – Project Director and Family Engagment Specialist	2	$1500.00	$3,000.00
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	Photography Software	2	$500.00	$1,000.00
13	Video Software	2	$1000.00	$2,000.00
14	Computer Gaming Software	2	$1000.00	$2,000.00
15	Robotics Software	2	$150.00	$500.00
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:	**$50,300.00**

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: 126903 | 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:

Category	Number	Percentage	Category	Percentage
African American	54	3.65%	Attendance rate	95.1%*
Hispanic	626	42.4%	Annual dropout rate (Gr 9-12)	1.7%*
White	738	50.0%	Students taking the ACT and/or SAT	51.3%*
Asian	4	0.2%	Average SAT score (number value, not a percentage)	1408*
Economically disadvantaged	994	67.3%	Average ACT score (number value, not a percentage)	21.7*
Limited English proficient (LEP)	245	16.5%	Students classified as "at risk" per Texas Education Code §29.081(d)	56%*
Disciplinary placements	50	3.38%		

Comments

*This data is district level data. The intent of the district is start this enrichment program at the Middle School level and build up into the high school level.

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

Category	Number	Percentage	Category	Number	Percentage
African American	6	1.3%	No degree	2	0.4%
Hispanic	63.4	13.8%	Bachelor's degree	388.5	84.7%
White	381.5	83.1%	Master's degree	65.4	14.2%
Asian	0	0%	Doctorate	3	0.7%
1-5 years exp.	130.5	28.4%	Avg. salary, 1-5 years exp.	$48,002	N/A
6-10 years exp.	91.5	19.9%	Avg. salary, 6-10 years exp.	$49,448	N/A
11-20 years exp.	108.3	23.6%	Avg. salary, 11-20 years exp.	$53,724	N/A
Over 20 years exp.	78.7	17.1%	Avg. salary, over 20 years exp.	$60,927	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 126903	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								130	130	140					400
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								130	130	140					400

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 126903	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.

As a public school entity, needs assessment is common practice and language. Each of the 11 campuses conduct a detailed needs assessment which include numerous areas that follow directly along with the Texas ACE critical success factors and milestones. In addition to student assessment data, Cleburne ISD evaluates student attendance, student discipline, school climate surveys, and technology needs. As a district, the main focuses are student achievement, classroom discipline and apathy of students, student achievement, and grade promotion. Student attendance rate is currently at 95.2%, compared to a state rate of 95.9%. The economically disadvantaged population currently stands at 95.1%. The district has a goal of reaching 97% attendance in the next three years. A student can only learn and grow if they attend school and participate in the instructional process. Attendance is essential in overall student performance. Attendance then follows over into student behavior. Students must want to come to school and see value in the time being required of them. If students are in attendance but check out of the learning system, the achievement rate is adversely affected. In order to keep students plugged in to learning they must realize that the teacher or adult at school cares about them and thinks that they are important. Building caring relationships is pivotal to keeping a student engaged in the learning process. If both attendance and positive behavior are present, the third area tends to excel. Students are naturally curious and learners if they feel valued and that they matter. That is human instinct, even adults require those things to thrive in their job, family and community. When you look at actual academic performance in the content areas, 6th grade reading, 7th grade reading and writing, and 8th grade science and social studies could be better. The selected groups that this grant was designed to serve falls well below the state average in all the above areas. 6th grade reading- State 77%, district 68% Eco Dis 62%. 7th grade reading- State 76%, district 72%, Eco Dis 66%.7th grade writing – State 73%, district 74%, Eco Dis 67%. 8th grade Science- State 71%, district 53%, Eco Dis 45%. 8th grade Social Studies- State 65%, district 56%, Eco Dis 51%. The grant is written to serve a few more 8th grade level students because of the lower scores in science and social studies. After school transportation has been a need at both of these Middle school campuses. This grant will enable the district to provide transportation home to students after additional tutoring and enrichment has occurred. Family engagement is always an area that presents itself in a needs assessment. Targeted smaller student groups and their families will allow staff to build positive rapport in families that may not feel comfortable coming the school setting. For some of these families, their experience with school in their younger years was not a pleasant one. Schools must break through this outdated mode of thinking and turn the school into a resource center for parents. Not any one of educators or parents have all the answers. Together as a working team for the benefit of the student, this partnership will yield amazing results.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 126903	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 School Day Attendance	This enrichment program will provide a venue for teachers to build relationships with students outside the regular day. Students will feel more involved, have a personal connection to school, and view school as a true learning opportunity and exciting place to come. The offerings will provide parents the reassurance that their child can continue to receive enrichment learning activities beyond the regular school hours that might not be financially available otherwise.
2.	Improve Positive Behavior	This enrichment program would assist students who might be struggling in a larger classroom setting to receive small group or one on one tutoring. Academic time in public school is precious and guarded. Schools are left with little time for social skills,soft skills, people skills, and being a part of a team building process. Careful student selection and class offerings would provide great student leadership skills, school pride, and positive leaders.
3.	Improve Academic Performance	A child will not learn from you unless they know that you care about them. Struggling student academic performance is a student selection criteria that will be used. However, this is not the main intent of the program, but rather a positive outcome. Solid adult relationships, a sense of belonging, self pride and value are the single greatest things that research proves will increase student performance. A successful after school program will ultimately produce higher student performance.
4.	Increase Grade Promotion Rates	Higher student performance rates will directly reflect in lower grade promotion rates. When students feel like they don't matter, don't belong, and have no self worth, lower student performance and failing grades are the end result. When those areas of a student are fulfilled, then the school academics are fulfilled. Current SSI standards dictate a school must offer summer remediation for students unsuccessful on state assessments. Goal – no summer remediation classes, but rather a summer enrichment time just as this grant offers.
5.	Increase Graduation Rates and Readiness for Post Secondary Education	More students passing courses successfully the first time will increase graduation rates. As long as students experience small successes along the way, they will continue to strive for the larger goals. Successful middle and high school years will promote successful post secondary education.

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Schedule #14—Management Plan

County-district number or vendor ID: 126903 | 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	Bachelor's Degree in Education, minimum. Master's Degree preferred. 3 yrs teaching experience. Supervisory experience, preferred. Knowledge of local youth oganizations, preferred. Excellent written and verbal communications. Program/fiscal management knowledge.
2.	Site Coordinator(s)	Serving two sites – not planning on hiring at this time. Feel Project Director can oversee both sites.
3.	Family Engagement Specialist	Bachelor's Degree in Education or Social Work, minimum. Experience in educational family support services, or social services. Must have flexible working hours to accommodate evening events. Strong communication and interpersonal skills.
4.	Outside Evaluation Consultant	
5.		

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 School Day Atteendance	1.	TSDS Attendance Records (six weeks)	08/22/2016	05/24/2017
		2.	Truancy filings/reports (12/2016, 05/2017)	08/22/2016	05/24/2017
		3.	Student Particiaption- Enrichment Program (weekly)	08/22/2016	05/24/2017
		4.	District ADA Attendance Rate (six weeks)	08/22/2016	05/24/2017
2.	Improve Positive Behavior	1.	TSDS 425 Discipline Records (Six weeks)	08/22/2016	05/24/2017
		2.	Student participation/extra-curriculuar (12/2016, 05/2017)	08/22/2016	05/24/2017
		3.	Student Participation- Enrichment Program (weekly)	08/22/2016	05/24/2017
		4.	Weekly Parent Newsletter/Enrichment Program	09/08/2016	05/15/2017
3.	Improve Academic Performance	1.	Six Week Student Passing Rates (six weeks)	08/22/2016	05/24/2017
		2.	ICU Program – decrease students on missing assignments (weekly)	08/22/2016	05/24/2017
		3.	Teacher/Parent Conferences (2 per year)	10/07/2016	04/13/2017
		4.	Provide training/Enrichment Program Staff (ongoing)	08/22/2016	05/24/2017
4.	Increase Grade Promotion Rates	1.	Semester passing rates 12/2016	08/22/2016	12/16/2016
		2.	Year- end Passing Rates 05/2017	01/03/2017	05/24/2017
		3.	Long term – Course completeion rates as student progress through high school	01/05/2018	05/25/2021
5.	Increase Graduation Rates and Readiness for Post Secondary Education	1.	Long term – Course completeion rates as student progress through high school	01/05/2018	05/25/2021
		2.	Licensures/certifications earned	01/05/2018	05/25/2021
		3.	Number of students entering college in the Fall after graduation.	01/05/2018	05/25/2021

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 126903	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.

Public schools by their nature are well suited to monitoring, measuring and adjusting goals and objectives. The dedicated Project Manager will be the direct manager of the program and all its aspects. This person will work directly under the Assistant Superintendent of Student Services. The project manager will convey the data weekly to the Assistant Superintendent. Programmatic features will be discussed and the success or adjustments will be determined. In turn the Project Director will then meet with the staff at each center site at least weekly for the first semester. The most crucial pieces in establishing a program is attention and communication. In the beginning, it is vital that all stakeholders understand the program and its goals and objectives. Daily staff at each center site must fully understand and provide feedback to the Project Director and enrichment team of educators. If the regular staff at each site do not see the program as being advantageous, their preconceptions can prove toxic. It is critical that the Project Director and the enrichment staff have a two way mode of communication to examine and alter situations before they can negatively impact the enrichment program. Parents must also be kept in the loop. The enrichment program will offer the families much needed resources but only if they fully inderstand and have a voice in the process. Unhappy parents can also have a less than positive impact on the program. Weekly newletters to parents are a must as well as monthly calendars that note the special family engagement activities that are planned. It is also vital the Project Director and Family Engagement Specialist form the Advisory Council as soon as possible. Optimally the first meeting needs to take place before school starts. This committee can assist in creating, devising, and implementing many of the research-based resources that the Texas ACE organization has made available. Strong planning, processes, and procedures on the original development side of this program will be instrumental in its success for student and family memebers. Just as it is important to provide self worth and confidence in the students, the family members must have the same essential participation, input, and feelings about the program.

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.

One of the greatest assets that the city of Cleburne posessess is its outreach and community benevelance. The most challenging part of implementing a new program is communication and success. Once this program is seen as successful, the community and district support will be there for sustainability. Increased attendance and ADA funding will also be available to subsidize the program. Community collaboration and coordination already exists with the following Cleburne entities: Johnson County Christian Lodge, Family Crisis Center, Salvation Army, Operation Blessing, Spirit of Sharing, Texas Neighorhood Services, ACH Child and Family Services, Apples Back to School Program, City of Cleburne Housing Agency, Cle Tran (city transportation),Cleburne Lions Club, Dept. of Family Services, First Christian Church, St. Mark's Methodist Church, First Methodist Church, The Heights Church, Friendship Circle of King's Daughters, Cleburne Bible Church, Field Street Baptist Church, North Cleburne Baptist Women's Group, Westhill Church of Christ, Bono Baptist Church, and Christian Heritage Foundation. These entities have partnered with Cleburne ISD over time and continue to amaze with their generousity. Families and children are the center of these community resources. Monthly meetings are held among most of these groups strictly to assess the needs of the community. Prominent leaders in the committee sit on the board of these committees and again seek to remain focused on the needs of the community and its families.

The grant funds will assist in the start-up and development of the enrichment program. Equipment and personnel to get the procedures and processes underway are the largest expenses. It is believed that Clebune ISD, with the assistance of community resources will be able to sustain this enrichment program for years to come.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 126903	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.	School Community Enagement	1.	Establish Advisory Committee for Program before August 2016.
		2.	Evidence of Planning Alignment with School Day Activities and Curriculum
		3.	Campus needs assessments from Wheat and Smith Middle Schools.
2.	Targeted Student Recruitment	1.	Evidence of Ongoing Student Recruitment
		2.	Evidence of Ongoing Student Data Review
		3.	Evidence of Behavior Interventions and Data Review
3.	Family Engagement	1.	Family Engagement Activity Schedule
		2.	Family Engagement Specialist Communication with Parents
		3.	Family Needs Assessments
4.	Data Collection and Reporting Process	1.	Procedures to Collect Data on: Student Grade, Behavior, Attendance
		2.	Texas ACE Activity Enrollment Reports
		3.	Texas ACE Attendance Reports
5.	Fiscal Planning and Internal Monitoring	1.	Evidence of Fiscal Controls and Accounting Procedures
		2.	Completed Program and Center Budgets
		3.	Financial Reports for Project Manager Review

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.

Cleburne ISD has a data department that assists the dstrict in collecting, compiling, and reporting data. The milestone data listed under schedule #14 is data that is already readily collected through this department. It will need to be customized by the carefully selected student list of participants at each center site. The Project Director assisted by the Assistant Superitnendent of Schools will be able to study and analayze the data quickly after each proposed deadline. As data and program information is analyzed, campus personnel along with the enrichment center personnel will be brought into the conversations. The enrichment community stakeholders will also be consulted. All stakeholders will have decision making input in the success of the enrichment centers.

The district also has a very active webpage, a facebook page, and a twitter account. The district has also designated certain individuals that have the responsiblitiy to upkeep these social media avenues. A page dedicated solely to these after school enrichment centers will be designed and made live as soon as the grant funds become available. As families and students are selected for this program, they will be taught where to go to find the web page and all availbale information.

Each of our campus foyers are equipped with a computer kiosk that allows parents access to the district webpage and all information posted. These kiosks are available any time the schools are open.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 126903	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.

Activities funded under this grant will be at Smith Middle School and Wheat Middle School in Cleburne, Texas. Each of these campuses serve grades 6 through 8. The selected students will number 200 students at each site. Enrichment activities will be provided for these student two hours a week, four days a week for 29 weeks during the regular school calendar. An additional six weeks of enrichment will be provided during the summer of 2017 to these same selected students. The first piece of this program will provide academic support in the core content area needed using certified teachers. The second piece of the program is student academic help or homework assistance. These students may not be struggling with the academic content, but simply need a quiet place, or moderate assistance in completing homework assignments or projects. The third piece of the program is the enrichment piece. Art, dance, music, computer gaming, photography, robotics, intramural sports, etc, are offered as enrichment areas for the students. Giving the student experiences that either their families are unable to afford or provide because of location or logistics will be the true anchor of the program. This is the area where students will gain self confidence, self esteem, and pride in themselves and what they can accomplish. The last piece of the program is family support and enrichment. Every month the centers will offer something for the family to attend and learn through. Topics will include college awareness, college financial aid, computer literacy, families as partners in their child's education, health and nutrition, parent survey of desired activities to be offered at center site, parent/family events and activities, and school improvement planning.

Transportation will not be needed from school to center site as each site will serve student selected from their campuses. Transportation services will be provided for the enrichment students in the evening after the center closes. Parents will also be allowed to pick up their students directly at the school sites. A careful check in and check out procedure similiar to the procedures followed everyday for drop off and pick up of students for the regular school day will be implemented. Safety and security of students is taken very seriously every day at Cleburne ISD. The extension of the school day at these two sites will be regarded as just that – an extension of the day. It is still the responsibility of Cleburne ISD to keep all students safe while in attendance at our campuses.

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.

Cleburne ISD already has a system of media and communication in place to notify and update parents on regular school activities. The district maintains a user, friendly web page that contains useful information. A dedicated page on the website will be added as soon as the grant is awarded. In addition to the district web page, each campus maintains a web page. The two Middle Schools will also add a web page dedicated o the enrichment program on their respective campuses. Social media is used extensively at Cleburne ISD as well. Facebook and twitter accounts are used to keep parents informed of district information. The district also has a parent notification system in place that sends text and email messages to parents. District weekly updates are provided by the Community Relations Department. Information concerning the enrichment centers will be seamlessly folded into all existing forms of communication. As the processes and procedures are developed by the Project Manager and Advisory Committee, communication safeguards and assurances will be included. Spanish is the second language of many of our families and Cleburne ISD makes it a practice to disiminate information in both English and Spanish whenever possible.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 126903	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.

Research done by the Texas ACE program has shown that these enrichment programs work. The Critical Success Factor Models and families active participation and engagement in learning, 2) students' and families increased sense of involvement in school, 3) use of assessment data to revise/evaluate student services, and 4) implementation of strategies learned through training. The Project Manager in coordination with the Assistant Superintendent of Student Services will assure that the above critical factors are reviewed, monitored, and adjusted to produce optimal performance of students. The needs assessment for the district identified needs in 6th grade reading, 7th grade reading and writing, and 8th grade science and social studies. Emphasis will be placed on these subjects initially, and then broadened to ensure that the selected students are excelling in all areas. Again, the biggest factor in student success is developing a relationship. They will not attend to learn unless they know you care about them and have confidence in their ability to perform the task at hand. Initail small successes will yield larger long range success performances.

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.

Smith Middle school and Wheat Middel School are both Title I Schoolwide campuses that serve Economically Disadvantaged student population of 57.3 % and 78.5% respectfully. This allows each of the campuses to use Titlel funds and State Compensatory Funds combined in order to inititate school wide reform strategies. Extra personnel are already available at each campus funded through these additional fund soures. Tutors funded using Title I funds are also employed during the day to assist teachers in small group instruction to assist struggling students. The same staff could possible be the staff that is employed for the enrichment programs. If they are not the same certified teachers, these teachers can be integral information focuses for the enrichment teachers. All staff can meet weekly and discuss the selected students. Information can focus on the academic achievement of the students, their attendance record, any family concerns that may arise, and adjustments that need to be made. If the student has a team of certified professional educators meeting and discussing their progress or lack of, the end results can only be positive.

An extensive list of community resources were listed in Schedule #14, part #4. These community agencies can be consulted if concerns or obstacles arise that need a bigger realm of influence or problem solving. These agencies are always willing to look at the student and their family and lend assistance whenever feasible.

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

County-district number or vendor ID: 126903	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.

1)Proposed Activities based on objective set of measures:

Student Attendance: Coordination with the regular school day is essential. Past Texas ACE programs have proven a direct coorelation between student attendance and student achievement. Deliberate, motivating activities will be used in the enrichment program that directly tie to content area of the regular school day.

Student Behavior: Relationships are the key factor in this area. Students will form a connection with the teachers that they see on a regular basis in the enrichment program. This relationship will foster self confidence, self esteem, and in turn have a positive effect on the overall student.

Student Achievement: Providing certified teachers in an extended day setting will allow struggling students to receive additional assistance in core content. The relationship piece will also afford an inviting, non-threatening atmosphere to receive assistance as well.

Increase Grade Promotion and Graduation Rates: This is a long term goal to be measured. It follows that if a student attends school, has a positive attitude toward school, and is able to complete their assignements successfully, the student will promote to the next grade level. End of year data along with year longitudinal data will be kept to evaluate the effectiveness of the program long term.

2) Evidence based research that supports the design of program:

The Texas ACE program has researched and developed a successful after school model program. Cleburne ISD is eager to use their process to assist students in our school district. The forms, schedules, assessment components, evaualtion tools, family engagement guidleines offer exciting opportunites for Cleburne to implement.

3)Summary of plan to collect data for continuous assessment:

Cleburne ISD is already very adapt at collecting data. The TSDS system provided by the Texas Education Agency is a great foundation. The district has a student data department that will be able to assist the Project Director in completing data reports. In order to review data on a continuous basis the following meetings will occur. Daily communication meetings between the Project Director and enrichment instructional staffregarding student progress, attendance and behavior issues. Community Advisory Council will meet at least every other month during the first year of operation and then at least quarterly after the first year of operation. This will ensure that data is being collected and shared with all stakeholders. The Project Director and Assistant Superintendent for Student Services will meet at least monthly with the principals and counselors of each middle school campus. Project Director will attend campus grade-level meetings as often as necessary to ensure continuity between regular school day curriculum and enrichment after school curriculum. Parent meetings will be held as needed to discuss important information concerning the after school enrichment program and their child's progress. At least 6 parent/family night activities will be scheduled during the first year to assist parents and families in understanding the purpose, intent, and benefits their students are receiveing from this program.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 126903	Amendment # (for amendments only):

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

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

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

Community collaboration and coordination already exists with the following Cleburne entities: Johnson County Christian Lodge, Family Crisis Center, Salvation Army, Operation Blessing, Spirit of Sharing, Texas Neighorhood Services, ACH Child and Family Services, Apples Back to School Program, City of Cleburne Housing Agency, Cle Tran (city transportation),Cleburne Lions Club, Dept. of Family Services, First Christian Church, St. Mark's Methodist Church, First Methodist Church, The Heights Church, Friendship Circle of King's Daughters, Cleburne Bible Church, Field Street Baptist Church, North Cleburne Baptist Women's Group, Westhill Church of Christ, Bono Baptist Church, and Christian Heritage Foundation. These entities have partnered with Cleburne ISD over time and continue to amaze with their generousity. Families and children are the center of these community resources. Monthly meetings are held among most of these groups strictly to assess the needs of the community. Prominent leaders in the committee sit on the board of these committees and again seek to remain focused on the needs of the community and its families.

Region 11 is our educational service center. They are always ready and willing to assist in training and implementing any new program. Ww only need ask and they are ready, willing, and able. One main staff development that will be pivotal in the enrichment program will be project based learning. Teachers who are employed to assist students at the two enrichment Middle School sites, will recieve intial and ongoing training in this pedagogy.

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

County-district number or vendor ID: 126903	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.

Johnson County Christian Lodge: Provides shelter, meals and counseling to help families recover from homelessness.
Family Crisis Center: Provides shelter, 24 hour crisis hot line and counseling for battered women and children.
Salvation Army: Provides food, clothing, prescriptions, Christmas Angels, gasoline and emergency finicanial support.
Operation Blessing: Provides food, clothing, and finances for rent, utilities, and medications
Spirit of Sharing: Provides emergency food, clothing, and household items.
Texas Neighborhood Services: Provides financial assistance to eligible households to assist in paying utility bills.
ACH Child and Family Services: Provides counseling services to students.
Apples Back to School Program: Provides backpacks filled with school supplies in August to low income and homeless families.
City of Cleburne Housing Agency: Provides help to low income families with rental assistance.
Cle Tran: Provides transportation to students at a discounted rate.
Cleburne Lions Club: Provides financial assistance with eye examiniations and glasses for students.
Department of Family and Protective Services: Investigates reports opf abuse and neglect of students
First Christian Church: Provides Weekend Snack Bags to low income students at an elementary campus.
St. Mark's Methodist Church: Provides Weekend Snack Bags to low income students at an elementary campus.
First Methodist Church: Provides Weekend Snack Bags to low income students at an elementary campus.
The Heights Church: Provides Weekend Snack Bags to low income students at an elementary campus. Also provides Thanksgiving Food Baskets to our neediest families.
Friendship Circle of King's Daughter: Provides Weekend Snack Bags to low income students at elementary campus.
Cleburne Bible Church: Provides Weekend Snack Bags to low income students at an elementary campus.
Field Street Baptist Church: Provides Weekend Snack Bags to low income students at a middle school campus.
North Cleburne Baptist Church Women's Group: Provides Weekend Snack Bags to low income students at high school
Westhill Church of Christ: Provides Weekend Snack Bags to low income students at an elementary campus.
Bono Baptist Church: Provides Weekend Snack Bags to low income students at the high school campus.
Christian Heritage Foundation: Maintain a benevolence data base used by some community organizations.
The above is a list of what community organizations are already providing to students and families in Cleburne, Texas. In conjunction with the Family Engagement Specialist under this grant, services provided can become more detailed and suited to the exact family needs. Family surveys and one o one meetings will provide the Family Engagement Specialist the opportunity to really learn and know the family needs.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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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 ultimate goal and intent of this grant is help students meet state and local academic achievement standards and to help students graduate ready for college and the workforce. Milestones have been identified by the Texas Ace program as the following:**Using innovative instructional techniques for academic/enrichment activities:** Enrichment teachers will be certified teachers in content area. To ensure that differentiated instruction is given during the after hours sessions, targeted student achievement plans will be put in place. Enrichment activities will be the hook used to keep interest and attendance high and consistant in the program. Hands-on innovative teaching pedagogies will be required. The Project Director will monitor lesson and activity plans to ensure a correlation between regular and after hours enrichment curriculum. **Provide adult advocates:**The nature of the enrichment program allows for continuous adult advocates. Seeing the same adult advocates on a daily basis, in a smaller settings, will compliment the relationship building. Adult advocates will have the time necessary to learn the child and their individual academic and family needs. **Conduct ongoing/continuous student assessment to determine need and improve targeted services:**Traditional monitoring processes are in place in the regular school day to determine if a child is being successful in their academic learning. Identifying the area of weakness is not the problem. Finding time to make a connection and assist the student individual is the main obstacle. Allowing additional time and consistan adult advocates will be a great asset in individual stuent monitoring and progress development.

Provide training opportunities for staff development: Careful teacher selection and staff development wil be critical in the success of this program. Teachers must be hand-selected for their willing to build relationships. CISD will be training all its staff in the Capturing Kids Heart program in August. This will provide an excellent foundation for teacher selections. Project based learning will also be a heavy emphasis in the program instructional techniques. Teachers will be highly trained in this method of instruction. Programs that contain this specific design have been proven to impact student achievement. The collaboration of all stakeholders is a primary foundation for this success factor. A comprehensive collaborative and coordinated approach between all stakeholders will be incorporated including school, student, family service providers, and the community. All parties must build and maintain a relationship that fosters the growth of each individual student.

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.

CISD has a very active Vounteers in Public Schools group. Over 1,000 volunteers have signed up to assist in this program. It is complete with training, procedures, and a handbook. It will be very easy for the enrichment program to follow along with these guidelines. This will provide an extra opportunity for community members to volunteer out side the regular day as their schedules allow.

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

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

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

One of the greatest assets that the city of Cleburne posessess is its outreach and community benevelance. The most challenging part of implementing a new program is communication and success. Once this program is seen as successful, the community and district support will be there for sustainability. Increased attendance and ADA funding will also be available to subsidize the program. Community collaboration and coordination already exists with the following Cleburne entities: Johnson County Christian Lodge, Family Crisis Center, Salvation Army, Operation Blessing, Spirit of Sharing, Texas Neighorhood Services, ACH Child and Family Services, Apples Back to School Program, City of Cleburne Housing Agency, Cle Tran (city transportation),Cleburne Lions Club, Dept. of Family Services, First Christian Church, St. Mark's Methodist Church, First Methodist Church, The Heights Church, Friendship Circle of King's Daughters, Cleburne Bible Church, Field Street Baptist Church, North Cleburne Baptist Women's Group, Westhill Church of Christ, Bono Baptist Church, and Christian Heritage Foundation. These entities have partnered with Cleburne ISD over time and continue to amaze with their generousity. Families and children are the center of these community resources. Monthly meetings are held among most of these groups strictly to assess the needs of the community. Prominent leaders in the committee sit on the board of these committees and again seek to remain focused on the needs of the community and its families.

The Board of Education Trustess are all in support of this grant. Any additional advantage that the board can assist in helping students is a priority. The board did not specifically vote on this grant procedure, but did vote to partner with East Cleburne Community Center in their application for this grant. The district felt like it was only prudent for us to apply on own as an entity. If the East Cleburne Community Center is awarded the grant, CISD will gladly partner with them to offer services. If they are not awarded the grant, it is the hope the CISD will be awarded the grant. As a public entity, we have a lot of the safe guards in place that make this grant a great fit. Financial process and policies, federal funds procedures, volunteer procedures, hiring procedures, data collection elements, and ongoing student need assessments are things that a public school system do every day. We feel that we are a logical choice to offer this program in a seemless manner.

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Schedule #17—Responses to TEA Program Requirements	
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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.

As soon as grant is awarded, Project Director will start the process of forming an Advisory Committee. Proposed members include, but are not limited to:
Community Representatives – County Employee, City Employee, Cleburne ISD Resource Police Officer, Reprsentative from local Girl Scout organization, Non-profit organization repsrepsentative, Local Religious Official, Local Mental Health Service Reprsentative, State Representative Dwayne Burns, School Board Member.
Representatives form the School Organization – Assistant Superintndent of Student Services, Bill Allen, principal of Smith Middle School, Suzanne Keesee, Principal of Wheat Middle School, Librarians at Wheat and Smith Middle Schools, Ace Project Director, Ace Family engagement Specialist, Lisa Magers, Coordinator of local Volunteer services.
Educational Staff: one core teacher from each Middle School, and at least two enrichment program teachers from each site.
Family Engagement Specialist, and at least three parents from each enrichment site.
This Advisory Council Committee will meet monthly for the first year. This will be designed as an interactive decision making process where all input is valued.

The success of this program depends on community and stakeholder buy in and feedback. Daily communication meetings between the Project Director and enrichment instructional staff regarding student progress, attendance and behavior issues will take place. Community Advisory Council will meet at least every month during the first year of operation and then at least quarterly after the first year of operation. This will ensure that data is being collected and shared with all stakeholders. The Project Director and Assistant Superintendent for Student Services will meet at least monthly with the principals and counselors of each middle school campus. Project Director will attend campus grade-level meetings as often as necessary to ensure continuity between regaular school day curriculum and enrichment after school curriculum. Parent meetings will be held as needed to discuss impotant information concerning the after school enrichment program and their child's progress. At least 6 parent/family night activities will be scheduled during the first year to assist parents and families in understanding the purpose, intent, and benefits their students are receiveing from this program. Surveys will also be used periodically to stay in tune with public perception and desires regarding this progam.

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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.

Cleburne ISD receives several federal grants. The Assistant Superintendent for Student Services is responsible for all state and federal grant compliance aspects. The district has Federal Compliance and Montioring Guidleines in place as per the new EDGAR regulations. The district employs a full-time special programs clerk to assist in the financial compliance of federal grants. The two new position – Project Director and Family Engagement Specialist will have a mentoring system already in place to assist in the grant day to day operations and compliance issues. The district has an annual audit that includes federal program funding, and has had clean audits with no findings for the last 5 years. A copy of past audit will be gladly provided upon request. The financial coding system that a school district uses falls in exact compliance with federal grant financial structures. No additional accounting system is needed for grant compliance.

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

County-district number or vendor ID: 126903	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:Lowell Smith Middle School**		
9 digit campus ID#	**126903041**	**Distance to Fiscal Agent (Miles)**	**0.6 miles**
Grade Levels to be served (PK-12)	**Grades 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:	**200**
Number of Adults (parent/ legal guardians only) to be served:	**75**

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

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

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

Center Number: 2	**Center Name: A D wheat Middle School**		
9 digit campus ID#	**126903107**	**Distance to Fiscal Agent (Miles)**	**3.1 miles**
Grade Levels to be served (PK-12)	**Grdes 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:	**200**
Number of Adults (parent/ legal guardians only) to be served:	**75**

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: 3	**Center Name: none**		
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: 4	**Center Name: none**		
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: 5	**Center Name: none**		
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: none**		
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: none**		
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: none**		
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: none**		
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: none**		
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 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.

Smith Middle school and Wheat Middel School are both Title I Schoolwide campuses that serve economically Disadvantaged student population of 57.3 % and 78.5% respectfully. This allows each of the campuses to use Titlel funds and State Compensatory Funds combined in order to inititate school wide reform strategies. Extra personnel are already available at each campus funded through these additional fund soures. Tutors funded using Title I funds are also employed during the day to assist teachers in small group instruction to assist struggling students. The same staff could possible be the staff that is employed for the enrichment programs. If they are not the same certified teachers, these teachers can be integral information focuses for the enrichment teachers. All staff can meet weekly and discuss the selected students. Information can focus on the academic achievement of the students, their attendance record, any family concerns that may arise, and adjustments that need to be made. If the student has a team of certified professional educators meeting and discussing their progress or lack of, the end results can only be positive.

Students will be carefully selected based on factors in the following areas:
Attendance: student has excessive absecences and/or has been placed in Truancy Prevention process.
Behavior: Excessive office visits, lack of social skills, IEP or 504 behavior plan in place
Academics: Failed or has failed a class, Failed one or more areas of the state assessment, or performed below average on the state assessement.
Other: Campus administgrator or teacher referral in any of the above areas, or any family information that might prove useful.

Campus administration and regular teachers wil coordinate very closely with Project Director and Family Engagement Specialist in the identification and progress of all identified students.

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County-district number or vendor ID: 126903	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.

Enrichment program will be held at both Middle school in Cleburne. Classes will begin no later than September 6, 2016, and be held for 30 weeks during the regular school session. Each site will employ 15 teachers to serve 200 students at each site. The program will be offered Monday through Thursday from 4:00pm to 6:00PM daily. A variety of classes will be offerd including but not limited to the following: Homework huddle, advanced core integration lessons, art, dance, music, STEM, gardening, photography, soccer, number sense, forensics, robotics, speech, debate, physical activity games, ukulele lessons, sign language instruction, time management skills, science labs, nutrition, Zumba classes, video production projects, computer coding classes, drama, computing gaming, creative writing, piano, and choir. Family engagemenmt activities will be scheduled at least monthly in the first year. Topics will include but not be limited to: career counseling, career development activities, college career goals, college course enrollment, college life preparation, college needs assessment, computer literacy, critical thinking skills, etc. A full time Project Director and Family Engagment Specilaist will be hired upon grant approval to serve in a daily hands-on capacity with the program.

The enrichment program will sloa be provided during the summer session of 2017. Each site will employ 15 teachers to serve 200 students for a six week period. The services will be for four hours per day, five days a week. The same academic and enrichment activities will be provided. Transportation will agin ve provided for families that should need that service.

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.

The enrichment centers will be housed in our existing Middle school campuses. An extensive check-in and check-out procedure exeists for picking up and dropiing off students. Emergency contacts are maintained and updated periodically. The same routine daily operating procedures will remain in place for the selected students throught he 6:00pm dismissal.
The Assistant Superintendnet for Students Services has reviewed the ACE Safety- Assessment and assures that compliance with document will present no problem for the school district.

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

County-district number or vendor ID: 126903	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.

The Project Director will be the person who serves as diret liaison for the program. The Assistant Superintendent for Student Servies will oversee the program at the district level. Daily meetings and information will be shared at the site level. At the district level, the curriculum department core specialists will assist with the cordination of the TEKS skills. All enrichment staff will be trainined in project based, hands-on learning. The daily activities provided during the after school time will be monitored daily to ensure that instructional is not justmore of the same. Local data will be reviewed weekly at first, then montly to assure that student are progressing and that the research –based practices are being implemented correctly and with fidelity.

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

County-district number or vendor ID: 126903	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.

Staff to Student ratio is planned at 10-15stuents per one instructor. The Project Director will be charged withoverseee the coordination and collaboration between regular day instructional staff and enrich,ent stff. The TEKS will be used as the curriculum foundation for the core areas. The enrichment classes will correlate to the TEKS and will be based nproject learning experiences. Teacher will be highly trained in project based, hands-on learning. This wil not be an extension of the regular school day instruction. Small groups and specially certified teacher will differentiate instruction to every individual stunet needs. Individual student learning plans will be implemented and used for communication between the regular day instruction and the enriched instruction. Students and familiues will be carefulyy selected and continually monitored for the very at-risk factors that made them eligbilbe for the program. .

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

County-district number or vendor ID: 126903	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.

Goals and Expectations of Family Engagement Specialist 1) facilitate effective family engagement: implement strategies that are systemic, integrated, sustained, and meaningful; should be linked to learning, and be collaborative and interactive. 2) Enhance parent- efficacy: establish opportunities for parents to build ther own skills and deepen knowledge, provide mutitple opportunities for families to be involved through a variety of activities at school and at home, communicate with families regarding the factors that promote students' academic success, and create opportunities for parents to connect and build networks 3)Ensure Parent Know that Schools Want Their Involvement: creat a welcoming school environment that respects and celebrates language and cultural diversity, actively encourage and facilitate family participants, provide opportunities for family contributions and leadership 4) Build High Parental Aspirations; develop a culture of high expectations, provide workshops on financing college and applying for financial aid; and 5) Celebrate Success: exhibit work, celebrate students, share work.
These goals and objectives will provide active and meaningful engagement for parents and their students.

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.

Communication, communication, communication. The best planned processes and procedures can be in place, but without communication of all stakeholders, the program will not reach its full potential. A dedicated Project Director and Family Engagement Secialist will be a side by side team for this program. Daily communication and meetings to brief each other on what is being done immediate, what needs to be done in short term range, and examining long term goals will be necessary . Weekly meeting with the Assistant Superintendent for Student Services and the two full time positions will also be necessary to ensure that the district is providing the necessary support and guidance to ensure program goals. The Project Director will spend a lot of time in the actual activity classes to monitor curriculum, TEKS alignment and student progress. The Family Engagement Specialist will spend a lot of time corresponding with families, creating and executing family activities and just being concerned with the overall well-being of the students. The partnership will be an inseparable team with only one goal in mind - successful students and family participation.

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

County-district number or vendor ID: 126903	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.

Family Engagment Specialist will establish a family resource center on each middle school campus. Each campus will host an annual open house to attract and inform new families of the center. A clear and concise Family/Parent Handbook will be written and distributed. Scheduling of family activities will be outside the regular center hours so working families have the opportunity to parcipate. Program will provide refreshments for meetings. Parents will be asked to serve aon the Advisory Committee. Commujnicatio nwith families will be in a friendly, consistent manner and use multiple venues such as: flyers, newsletter phone calls, e-mails, tesxt messaing, welcome packets, etc. Staff members will make an effort to engage with family members at least once a week about their child, including seeking input about their children's needs. At family events, staff members will personally greet each family member. Staff members communicate with family members in a friendly, respectful manner. Staff will receive training and support in beinf aware of their own "cultural lenses" and how to be respectful of families nd children no matter their backgrounds and cultural identifiers. Program will effectively use family members as volunterrs and program ambassadors.Discussions of family engagement will be a regular part of staff meetings. Program staff will follow-up on needs and or concerns expressed by family members. Program willhost forums and discussion groups on topics that are relevant to issues identifies by families. Program will have survey at different times of the program life to provide for ongoing feedback from all stakeholders. Communiyt information will be readily available in the Family Resource Center and contact canbe made to the specific resources if needed. Program will offer informal social events or acrtivities that fun. Examples include: Mom's night out, Family Craft Night, Family Recreation Night, Dad's night, Potluck dinner night, etc. Program provides other family nights that form a bridge between family and school to support learning. Examples include: Family Literacy Night, Science Night, Health Care Day, Math Nioght, Make it and Take It night, exercise classes, first aid instruction, etc. The propgram will cultivate volunterrs and invite larger community involvement to support the program and assist with the sustainable and growth of the program. True partnership from all stakeholders will be the foundation for a successful enrichment program.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 126903	Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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

County-District Number or Vendor ID: 126903	Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 126903	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 126903		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	**Strategies for Visual Impairments**	**Students**	**Teachers**	**Others**
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐
Barrier: Hearing Impairments				
#	**Strategies for Hearing Impairments**			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐
Barrier: Learning Disabilities				
#	**Strategies for Learning Disabilities**	**Students**	**Teachers**	**Others**
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐
Barrier: Other Physical Disabilities or Constraints				
#	**Strategies for Other Physical Disabilities or Constraints**	**Students**	**Teachers**	**Others**
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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

County-District Number or Vendor ID: 126903	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 126903	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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

County-District Number or Vendor ID: 126903	Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 126903	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): **3**		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
☒ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☒ Email	☐ Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **0**		
Check box only if there is no data available to determine the number of eligible students: ☐		
Total Nonprofit Participants		
Total nonprofit schools participating: **0**	Total nonprofit students participating: **0**	Total nonprofit teachers participating: **0**
No nonprofit schools participating: ☐	No nonprofit students participating: ☐	No nonprofit teachers participating: ☐
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
☐ How children's needs will be identified		
☐ What services will be offered		
☐ How, where, and by whom the services will be provided		
☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
☐ Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)	
County-District Number or Vendor ID: 126903	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

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

Designated Times

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

Part 4: Selection Criteria/Activity Timeline

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

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

Select the one appropriate box below.

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

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

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

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