

**Texas Education Agency  
Standard Application System (SAS)**

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:17</div>
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

Part 1: Applicant Information				
Organization name		County-District #	Amendment #	
Alief ISD		101-903		
Vendor ID #	ESC Region #	DUNS #		
1-74-6000019	4	031861214		
Mailing address		City	State	ZIP Code
4250 Cook Rd.		Houston	TX	77072
Primary Contact				
First name	M.I.	Last name	Title	
Zack		Ward	Grants Specialist	
Telephone #	Email address		FAX #	
(281) 498-8110	zachary.ward@aliefisd.net		(281) 498-4051	
Secondary Contact				
First name	M.I.	Last name	Title	
Tameka		Anderson-Abernathy	ASP Coordinator	
Telephone #	Email address		FAX #	
(281) 498-8110	tameka.anderson@aliefisd.net		(281) 498-4051	
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
HD		Chambers	Superintendent
Telephone #	Email address		FAX #
(281) 498-8110	hd.chambers@aliefisd.net		(281) 498-4051
Signature (blue ink preferred)			Date signed

*Only the legally responsible party may sign this application.*

701-18-111-091

Schedule #1—General Information	
County-district number or vendor ID: 101-903	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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

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

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

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

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

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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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: 101-903

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

**However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.**

**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
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-903

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 program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
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 program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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<b>Schedule #2—Required Attachments and Provisions and Assurances (cont)</b>	
County-district number or vendor ID: 101-903	Amendment # (for amendments only):
<b>Part 3: Program-Specific Provisions and Assurances</b>	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Provide a brief 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.

Alief ISD is applying for the 21<sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1 grant to provide high quality after school programs at seven high need schools. The district seeks to provide enriching and engaging after school programming that a) provides opportunities for academic enrichment, including tutorial services, to help children meet state and local academic achievement standards in core academic subjects such as reading and mathematics; b) offers students a broad array of additional services and activities such as youth development activities, art, music, and recreation programs, and technology education programs; and, c) offers families of students opportunities for literacy and related educational development. Funding would benefit Alief students and families by providing a safe environment for students during the critical hours of 3:00 - 6:00 pm, assist in closing the academic achievement gap, and provide for character development and enrichment opportunities that are often beyond the financial limitations of low-income students. The goals of this grant align with four of the five district goals established by the Alief Board of Trustees: 1) Close the achievement gap to ensure that all students reach their academic potential; 2) Improve student preparation for college and career; 3) Maintain a safe and orderly environment; and, 4) Build positive relationships with all stakeholders.

- The After School Program (ASP) Coordinator and the Federal Funds Accountant built the budget of \$1,500,000. The proposed budget is based on the needs of each individual campus, other after school programs in the district, and actual expenditures from past funded programs. The proposed budget meets the requirements of the grant, including all required staffing.
- The purpose of this grant is to serve high-poverty and low performing schools. Alief's student population is 53% Hispanic, 29% African American, 12% Asian, 4% White, and 2% other. The district as a whole is 85% economically disadvantaged, 78% at-risk, and 44% English language learners. All seven proposed sites – Horn Elementary, Chambers Elementary, Chancellor Elementary, Klentzman Intermediate, Owens Intermediate, Holub Middle, and Olle Middle – have 85% or greater economically disadvantaged populations and 84% or greater at-risk populations. Chancellor Elementary and Holub Middle are identified as 2017-18 Focus Schools and Chambers Elementary is a 2017-2018 Priority School.
- The needs assessment process is a part of the district's continuous improvement cycle. The ASP Coordinator works with the Director of Federal Programs and Grants, as well as the Director of Curriculum & Instruction and Area Superintendents, to determine success and areas for growth each year. The team identifies and analyzes potential data sources, including required performance measures, builds a needs assessment based on evidence, and works collaboratively with central instructional leaders to assess and change the process as needed.
- In addition to an existing fully staffed, experienced central ASP Department, Alief will hire a dedicated 21<sup>st</sup> Century Project Director, a Family Engagement Specialist, and Site Coordinators for each proposed community learning center. This team will work closely with the central ASP Department to manage program delivery at all seven sites. Regular meetings at the central and campus level will ensure open communication, timely feedback, and continuous improvement.
- Alief will use internal evaluation measures incorporating the Youth Program Quality Assessment to evaluate environment, interactions, engagement, and policies and practices. Additionally, the district will contract with an external evaluator to measure progress toward program goals consistent with the Texas ACE Blueprint.
- Alief ISD completely and accurately answers all Statutory Requirements as detailed in pages 19-28 of Schedule #16.
- Alief ISD completely and accurately answers all TEA Program Requirements as detailed in pages 29-34 of Schedule #17.

Alief ISD is fully committed to offering high quality after school programming to our high need student population. The district currently operates an ASP at 23 elementary, intermediate, and middle school campuses using grant funded models, and tuition based models where grant funding is not available. Title I and local funds support many of the central and campus based staff allocations and enrichment activities. Well-established partnerships with several local organizations provide sustainability through free programs, events, and activities.

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 \_\_\_\_\_  
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On this date: \_\_\_\_\_  
 By TEA staff person: \_\_\_\_\_

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 101-903				Amendment # (for amendments only):	
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,259,600	\$	\$1,259,600
Schedule #8	Professional and Contracted Services (6200)	6200	\$44,800	\$21,000	\$65,800
Schedule #9	Supplies and Materials (6300)	6300	\$47,700	\$	\$47,700
Schedule #10	Other Operating Costs (6400)	6400	\$126,900	\$	\$126,900
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,479,000	\$21,000	\$1,500,000
Percentage% indirect costs (see note):			N/A	\$	\$
<b>Grand total of budgeted costs (add all entries in each column):</b>			<b>\$1,479,000</b>	<b>\$21,000</b>	<b>\$1,500,000</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$75,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

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

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

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #7—Payroll Costs (6100)</b>			
County-district number or vendor ID: 101-903			Amendment # (for amendments only):
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$68,162
5 Site coordinator (required)	7		\$443,737
6 Family engagement specialist (required)	1		\$58,133
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
<b>Auxiliary</b>			
11 Counselor			\$
12 Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
<b>Other Employee Positions</b>			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$570,032
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$372,450
25 6121 Support staff extra-duty pay			\$138,779
26 6140 Employee benefits			\$178,339
27	Subtotal substitute, extra-duty, benefits costs		\$689,568
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$1,259,600</b>

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101-903		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	Program evaluator	\$21,000
2	Vendors to provide enrichment activities	\$44,800
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$65,800
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$65,800

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

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<b>Schedule #9—Supplies and Materials (6300)</b>	
County-District Number or Vendor ID: 101-903	Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>	
<b>Expense Item Description</b>	<b>Grant Amount Budgeted</b>
6300 Total supplies and materials that do not require specific approval:	\$47,700
<b>Grand total:</b>	<b>\$47,700</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101-903		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 grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$26,500
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$100,400
<b>Grand total:</b>		<b>\$126,900</b>

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

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

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 101-903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				\$

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

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<b>Schedule #14—Management Plan</b>					
County-district number or vendor ID: 101-903				Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	Bachelor's degree; experience in teaching, counseling, and/or other related areas; experience in supervising/managing others and project leadership; understanding of youth development principles and practices; ability to work collaboratively and form effective working relationships with families, schools, and local community stakeholders; working knowledge of computers, word processing, and database software preferred; experience with at-risk youth and families preferred; excellent oral and written communication skills with youth and adults			
2.	Site Coordinator(s)	Minimum three years experience in education and program management; Bachelor's degree and certified teacher preferred; experience with project leadership; ability to maintain discipline, motivate students, implement programs based on proven success; communicate effectively with students, parents, staff and community stakeholders; ability to evaluate effectiveness of programs			
3.	Family Engagement Specialist	Bachelor's degree; experience working with teachers, parents, school administrators, and community members and organizations; thinks and acts in ways that respect ethnic, cultural and language diversity; experience in collaborative leadership; advocates for children and parents; strong organizational skills; ability to speak to groups; ability to make home visits and ability to work flexible schedule			
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>					
#	Objective	Milestone		Begin Activity	End Activity
1.	Complete site based needs assessments	1.	Needs assessment training for all site coordinators	08/27/2018	12/10/2018
		2.	Evaluate quality of needs assessment final products	08/27/2018	02/28/2019
		3.	Collect ASP surveys & create outreach strategies	08/27/2018	05/31/2019
		4.	Asset mapping training for site coordinators	08/27/2018	07/31/2019
		5.	Collect family engagement inventories	08/27/2018	07/31/2019
2.	Develop strategies for outreach, community involvement, and recruiting	1.	Quarterly meeting with FACE Committee	10/01/2018	05/31/2019
		2.	Review site recruitment plans, adjust as needed	10/01/2018	07/31/2019
		3.	Maintain site based FAME Committees	10/01/2018	05/31/2019
		4.	Share recruitment best practices at project meetings	08/27/2018	05/31/2019
		5.	Attend monthly campus faculty meetings, SDC	08/27/2018	05/31/2019
3.	Identify strategies & activities to meet needs & grant requirements	1.	Update Site Project Plans as needed	08/27/2018	07/31/2019
		2.	CEO-Let's Get Started & lesson plan training	08/27/2018	07/31/2019
		3.	Develop college & career strategic plan, readiness	08/27/2018	07/31/2019
		4.	Develop academic support strategic plan	10/01/2018	07/31/2019
		5.	Partner w/ locals artists for summer art residencies	01/07/2019	06/28/2019
4.	Develop strategies for resourcing program, data collection, and reporting	1.	Create job descriptions, post openings on website	08/01/2018	07/31/2019
		2.	Provide training on staff management best practices	08/27/2018	07/31/2019
		3.	Review compliance report; data integrity review	11/05/2018	07/31/2019
		4.	Conduct weekly reviews of activity attendance	08/27/2018	07/31/2019
		5.	Develop annual evaluation plan for data collection	08/01/2018	07/31/2019
5.	Learn about and develop processes for sound fiscal management	1.	Distribute manual on reimbursement & allowables	08/01/2018	08/31/2018
		2.	Collect monthly expenditure reports, monitor funds	08/27/2018	07/31/2019
		3.	Provide grants dpt. with budget spending status	10/01/2018	07/31/2019
		4.	Ensure sites are conducting annual audits	01/07/2019	07/31/2019
		5.		XX/XX/XXXX	XX/XX/XXXX
<b>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.</b>					

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Evaluation of Community Needs and Resources:** Parent questionnaires, external evaluation reports, student voice and choice, community demographics, and input from community-involved district organizations such as campus Shared Decision Making Committees, the FACE Advisory Council, the Educational Improvement Council, and the School Health Advisory Council, all contribute data for our needs assessment, as part of the continuous improvement cycle. Results, findings, and anecdotal evidence from these resources clearly reveal that parents have a strong need for safe, enriching environments for their children between 3:00 – 6:00 pm. Many of Alief’s neighborhoods lack safe places to play, and many of Alief’s students come from single parent households, contributing to the significant need for access to quality after school programming.

The needs assessment is essentially the cornerstone of the continuous improvement cycle. After School Program Department staff assemble annually in the late spring to begin formulating a needs assessment plan. The process begins with identifying strengths and opportunities from the current school year. These findings are summarized with a descriptive review of each item/area of strength. Data analysis is an integral component of this process. The instructional leadership team identifies each data source that was used to assess strategies and determine progress. The team performs a thorough review to ensure all strategies required by state and/or federal law are included, as well as data for all grant funded programs and activities.

Alief’s demographic makeup of largely underrepresented subpopulations also impacts our needs assessment. The After School Program team always considers our high need student populations - Economically Disadvantaged (85%), At-Risk population (78%), Limited English Proficient (44%) – when making decisions. The Alief community is also highly mobile, with a 24% mobility rate amongst students, meaning nearly a quarter of our students are moving in and out of and/or within the area and lack a requisite level of stability that often negatively impacts their academic standing and social-emotional well-being. Alief is also a very dense area with 46,000 students in a 36 square mile region, or roughly 1,300 students per square mile. While Alief is a proud cultural melting pot, with more than 80 languages and dialects identified in our student population, population density, an urban location, and low socioeconomic status contribute to high rates of crime, gang activity, violence, and racial tension. The campuses identified for this program are comprised of our highest need children and are located in neighborhoods that are impoverished, comprised of many single parent homes, and lack safe places for children to play, particularly during the crucial hours of 3:00 pm – 6:00 pm when school is out and many parents are still at work.

Campus	Economically Disadvantaged	At Risk	English Language Learner
Horn Elementary	94%	84%	78%
Chambers Elementary	94%	85%	73%
Chancellor Elementary	88%	89%	70%
Klentsman Intermediate	91%	90%	58%
Owens Intermediate	92%	91%	65%
Holub Middle	85%	86%	28%
Olle Middle	92%	90%	44%

**Needs of Working Families:** Working families in these neighborhoods need safe, enriching places for their children to be after school and prior to the parent(s) returning home from work. Due to financial limitations, the overwhelming majority of these families are unable to afford quality after school programming. Alief central After School Program staff, along with Federal Programs & Grants staff, Accountability & Assessment staff, and district attendance clerks, work with individual campuses to analyze attendance data and trends, academic performance data, and disciplinary data. To meet the needs of working families, the district conducted an assessment of child care options in the Alief community. The results of the assessment revealed few resources for high need families. No free resources are available in the area, and there are no opportunities for enrichment outside of what is provided by the school district. The need for free resources and enrichment was manifested by an Alief ASP student, who on a field trip to the Children’s Museum of Houston, excitedly proclaimed that this was their first ever personal glimpse of downtown Houston. Alief sits less than 15 miles from downtown. It is imperative that the district meets the needs of these students; access to high quality programming and enrichment opportunities will be addressed through this grant program.

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

County-district number or vendor ID:	Amendment # (for amendments only):
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**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

This applicant is part of a planned partnership.  This applicant is unable to partner.

Planned Partnerships: Alief After School Programs has a rich collaborative history. In 20 years of operations, Alief ASP has collaborated with several community based organizations and other local partners to provide high-quality after school programming for students and families. The district will continue to leverage these successful partnerships and expand upon a well-built collaboration foundation. Alief’s partnering organizations include the Harris County Department of Education Center for Afterschool, Summer, & Enrichment for Kids (HCDE CASE). The CASE for Kids partnership includes best practice professional development training for Alief ASP staff, as well as three grant projects that supplement our program: 1) CASE for Kids City Connections provides diverse activities for Alief ASP kids including fine arts, academic enrichment, college explorations, and fitness classes; 2) the CASE for Kids Partnership Project connects our economically disadvantaged population with service providers for enrichment activities; 3) the CASE for Kids Afterschool Sustainability Initiative (ASI) helps generate successful partnerships in the community to promote sustainability of after school programs.

**The United Way** will conduct site observations for each community learning center to assist ASP staff in maintaining a high level of program quality and to strive for continuous improvement through use of the Youth Program Quality Assessment (YPQA). The United Way facilitates a train-the-trainer model session for the YPQA free of charge as part of Alief’s membership in the Out to Learn Community.

Between offerings from HCDE CASE and the United Way, Alief ASP staff – including the Site Coordinators and frontline instructional staff – will attend at least two professional development sessions per semester that align with the National Afterschool Association (NAA) Core Knowledge and Competencies for Afterschool and Youth Development Professional Framework.

Students at the community learning centers will participate in a nine-week curriculum with culminating events, occurring on and off campus, that will provide opportunities to interact with peers, learn from professionals in related fields, and celebrate new learning in academic and enrichment classes. The culminating events are presented through partnerships with HCDE CASE, **Houston Community College**, and **Milestone Technical Institute**, all of which support and supplement our curriculum with field trips, guest speakers, and other events related to learning.

Alief also has a long-standing partnership with **Communities in Schools, Houston (CIS)** that directly provides resources and services, and/or access to local resources and services, to meet the needs of ASP students and families that are struggling financially and/or emotionally. All seven sites proposed for Cycle 10 have a CIS office on campus staffed by a CIS-employed counselor.

The Harris County Department of Education, The United Way, and Communities in Schools, Houston are eligible to apply for this grant on their own, and choose to partner with Alief to deliver high quality programs. Additionally, several organizations on the TEA pre-screened partnership list already provide enrichment activities and other direct services at our ASP sites, and will continue to partner with Alief at the 21<sup>st</sup> Century CCLC, Cycle 10 sites:

- Shamelessly Saved
- Houston Food Bank
- Young Audiences of Houston
- Theatre Under the Stars
- Children’s Museum of Houston
- FotoFest International

Each partnership is purposefully formed to directly contribute to the objectives of the district and expand the capacity of Alief ISD to offer high quality after school programming. Many of these partners provide free services that aid program sustainability.

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

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**How the Proposed Program Will Impact Students:** Afterschool programs allow for opportunities to offer innovative and engaging activities that extend beyond the school day. Activities that will be offered have been developed based on specific campuses' needs assessments and individual students' needs. Previous years of afterschool programming in Alief have been evaluated and elements that have shown the greatest impact will be integrated into the new afterschool sites. The latest national research on effective practices in afterschool will be considered when developing academic enrichment and tutorials. To ensure program effectiveness for each individual site, each campus's needs assessment will drive the UNIQUE activities that will be offered on each individual campus. Site Coordinators will collaborate with the academic liaison, project director, and partnering organizations to develop activities and ensure that, as the individual needs of students change, activities will be adjusted.

Students struggling in specific areas will attend tutorials – focused on specific identified needs. Students performing on level or excelling above their level, will participate in academic enrichment project-based activities. Activities will be aligned to the four core components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. By educating families on strategies to assist with academic achievement, increasing family engagement and bridging home and school, research shows academic gains follow. Integrating college and career skills into academics and enrichment activities heightens the relevancy for students, causing students to engage at a higher level and heighten their interest in the content area. TEA's ACE Activity Database, which has been proven successful, will be used to assist in activity planning. To further ensure effectiveness, the academic liaison will not only assist in drafting lessons and activities, but will evaluate their effectiveness by monitoring afterschool classrooms, student progress, and communicate on a consistent basis with school day teachers. He/she will attend PLC meetings and work with campus academic specialists. Additional professional development (CASE, TEA, and in-house) attended by front-line staff will also assist with the efficacy of instruction delivered to ensure academic achievement. It is expected that at least 75% of participating students will be promoted and pass all academic classes.

**Program Impact on Student Achievement and Success:** The effectiveness of Alief After School Programs is supported by data. Data shows that students enrolled in Alief After School Programs – 21<sup>st</sup> Century Community Learning Center sites and tuition-based sites – continue to outperform their non-after school program attending peers. Alief ASP students attend school more regularly and have fewer behavioral incidents. The following is the most recent data pertaining to attendance, discipline, and advancement:

	Attendance	2017 STAAR Math - Met Standard	2017 STAAR Reading - Met Standard	2017 STAAR Writing - Met Standard	2017 STAAR Science - Met Standard	Average Discipline Referrals	Promotion
ASP Students	97%	75.8%	70%	64%	72%	3.98	97%
Non-ASP Students	95%	61.7%	62%	56%	61%	4.53	95%

This data shows that the research-based programs that the district implements are well-designed, appropriately staffed, and effective for students.

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

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**A Research-Based Foundation:** Alief implements programs that are predicated on research-driven best practices to ensure a high quality of programming. The purpose for offering after school programming in Alief is to support working families that do not have the financial means to participate in high quality after school programs, and to ensure the safety of our students - particularly those in low-income, unsafe neighborhoods – during the critical hours of 3:00 – 6:00 pm. Additionally, the district aims to support social-emotional learning and well-being, as well as meaningful family engagement. Expanding the reach of after school programs in Alief is a priority. The steep economic disadvantages that the majority of our families face is a constant challenge. Children need and want to be in after school programs, but parents cannot afford them. According to the After School Alliance's study, 'America After 3:00 PM,' for every child in an after school program, two are waiting to get in ([www.afterschoolalliance.org](http://www.afterschoolalliance.org)). This is even more magnified in Alief. Programs in the district that previously operated as 21<sup>st</sup> Century Community Learning Center Sites have continually had substantial waiting lists, and most of the students on those waiting lists were unable to enroll in other programs due to cost. To help mitigate these problems, the district continues to apply for grants and seek community partnerships that will allow more students in need to enroll in high quality after school programs.

Per the study 'Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices' by the national Afterschool Alliance in Washington D.C., "Quality afterschool programs have the ability to excite children about learning, spark their curiosity and connect school-day lessons to their everyday lives. They have the capacity to strengthen students' engagement in school and help them set higher educational aspirations for themselves" (Afterschool Alliance, pg. 4). Alief's ASP programs are designed to follow those findings. The district wants a true extension of the school day that motivates students and promotes personal and academic growth. The same study also states that when sequenced activities, active teaching strategies, focused instruction and skills development, and explicit learning goals are implemented together in an intentionally designed afterschool program, the expected outcomes are positive impacts on academics, behavior, and self-perceptions (Afterschool Alliance, pgs. 16-17). Alief's programs will include those components – activities are sequenced and broken down to maximize learning, certified classroom teachers with engaging personalities and hands-on teaching philosophies are hired to the program, each day is structured with a variety of focused, choice-driven activities, and students are continually reminded of the goals and objectives of the program to ensure progress toward those goals.

Another evidence-based best practice implemented by the Alief After School Programs Department is MindWorks Resources curriculum. MindWorks curriculum uses hands-on, interactive, educational materials that engage students in multi-sensory learning experiences. The focus of MindWorks Resources is teaching children the way they learn through implementing researched based techniques in fun and exciting ways. Principles that are key to the 21<sup>st</sup> Century learning model and implemented into the MindWorks curriculum include authentic learning, mental model building, internal motivation, multi-modal learning, social learning, and international learning. Additionally, MindWorks Resources curriculum integrates the following 21<sup>st</sup> Century best practices into daily hands-on lessons: Learning Skills – critical thinking, creative thinking, collaborating, communicating; Literacy Skills – information literacy, media literacy, technology literacy; and Life Skills – flexibility, initiative, social skills, productivity, leadership. The latest theory and research on best practices in teaching and learning and the content standards developed at the state and national level is of utmost importance in the development of the MindWorks Resources curriculum. In alignment with the 21<sup>st</sup> Century Learning Model, the MindWorks curriculum carefully balances both teacher-directed and student-initiated learning with an emphasis on responding to students' learning styles and building on their strengths and interests ([www.mindworksresources.com](http://www.mindworksresources.com)).

Alief after school programs also engage in college and career readiness activities. A study titled 'The Forgotten Middle – Ensuring that All Students Are on Target for College and Career Readiness Before High School' found that the level of academic achievement that students attain by 8<sup>th</sup> grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school ([www.act.org](http://www.act.org)). The ASP supports these findings by incorporating field trips to colleges and universities, inviting guest speakers from a variety of career fields to speak to students, matching students with adult peers, and other college and career readiness activities.

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

County-district number or vendor ID: 101-903 Amendment # (for amendments only):  
**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Proposed Program Activities:** Alief ISD's 21<sup>st</sup> CCLC program plan is comprehensive and designed to address all required components and objectives including improved academic performance, attendance, behavior, and promotion rates. Each campus' individual activities may vary based on needs identified in their comprehensive needs assessment; however, the overarching model will include three components – homework help, academic enrichment/tutorials, and enrichment. Mondays through Thursdays students will receive 45 – 60 minutes of homework help followed by 45 – 60 minutes of academic enrichment/tutorials, and concluding with 45-60 minutes of engaging enrichment activities. Wednesdays will differ for middle schools as they will begin an hour earlier due to early dismissal for teacher professional learning communities. On Wednesdays, 7<sup>th</sup> – 8<sup>th</sup> grade students will attend presentations and engage in team building activities that focus on college and career readiness, and intervention and prevention presentations, and hands-on activities. Based on campus needs, elementary and intermediate campuses (K – 6<sup>th</sup> grade) will offer a morning component involving technology-based instruction and interventions targeting primarily ESL students. All programs will include interventions and small-group accelerated instruction, homework assistance, youth development activities, prevention programs, enrichment activities, technology-based instruction, and services for families of participating students. A six week summer program will be offered to ESL students and students who struggled with promotion. Grant funds will expand and/or enhance the summer school day for identified students on each campus and will allow campuses to offer enrichment and character education activities after the regular academic summer school program.

The table below outlines a typical schedule for the after-school activities during fall and spring terms.

Day	3:05 – 4:00	4:05-4:55	5:00-5:50	5:50-6:00
Mon/Wed	Snack, stretch, and homework assistance	Math and Science focus, accelerated instruction, and/or technology-assisted instruction	Menu of enrichment activities including art, music, theater, character education, games, and physical education/sports	Dismissal
Tues/Thurs	Snack, stretch, and homework assistance	Reading and Language Arts focus, accelerated instruction, and/or technology-assisted instruction	Menu of enrichment activities including art, music, theater, character education, games and physical education/sports	Dismissal
Friday	Team Building & College/Career Kinnection	Menu of enrichment activities including art, music, theater, character education, games, and physical education/sports	Menu of enrichment activities including art, music, theater, character education, games, and physical education/sports	Dismissal

**Impact on Student Achievement and Success:** Our own program evaluation results show academic gains and achievement as detailed in the table on page 21, Statutory Requirement #3. Alief's program incorporates a variety of academic and social-emotional enrichments activities. Students have the option to participate in Science, Technology, Engineering, & Mathematics (STEM) activities including a robotics team that competes in local competitions. Other STEM-driven activities in the ASP invoke hands-on, experiential learning that supplements the learning of the regular school day. According to a study titled '**STEM Related After-School Program Activities & Associated Outcome on Student Learning**,' "STEM-related after-school program activities differed from regular classroom activities in such a way that allowed students to learn from the task itself because regular school works mostly focused on preparing students for standardized testing." The study also revealed that students found more joy, comfort, and commitment with activities that were not grade oriented and fostered flexibility and creativity in a fun environment (Sahin, Ayar, and Adiguzel, pgs. 315-316). Alief ASP activities also include etiquette training, fine arts activities, entrepreneurial lessons and activities, and other real life, creative outlets for students that foster a learning environment that promotes well-rounded students.

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

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to 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.**

Plan to Disseminate Information: Detailed information about the community learning centers will be posted on the central After School Program website, as well as the individual campus websites. Web based information will include locations of programs, hours of operations, a calendar of events, parent resources, registration information and forms, and family engagement opportunities. The central office website will post pictures, videos, and summaries of key events. The central After School Program, as well as individual campuses, also run Twitter accounts where program information and highlights are posted for public viewing.

Information about the community learning centers will also be disseminated via posters, flyers, school marquees, campus newsletters, and parent emails. Furthermore, Alief distributes a newsletter called *The Communicator* to more than 107,000 homes in the community. The Communicator is published five times per year, and the annual back to school edition will promote the community learning centers.

Another new advertising campaign for the district is the inclusion of signage on school buses. The promotional signage covers a variety of district programs and initiatives, including signs for after school programs and enrichment opportunities.

Finally, Alief offers a couple of electronic methods of communication and information dissemination. The *Let's Talk!* feature on the district website allows any parent, student, or community member to submit a question or concern regarding any district-related activity. The central Public Relations & Communications team monitors *Let's Talk!* daily, forwards questions/comments to the appropriate campus or department, and the appropriate staff member responds to the question/comment within 48 hours of submission. Secondly, the district recently rolled out a feature called *Alief 411* where key information about the district is sent via text message to parents who register for the service. Text messages are grouped for elementary (PK-4<sup>th</sup> grade), intermediate (5<sup>th</sup>-6<sup>th</sup> grade), middle (7<sup>th</sup>-8<sup>th</sup> grade), and high school (9<sup>th</sup>-12<sup>th</sup> grade). Additionally, campuses use a version of the service that they refer to as *Remind 411*. The texting service is a simple, effective, and wide-reaching method of keeping parents and families abreast of important issues and events throughout the district and/or at each campus. The after school program will use *Remind 411* to connect with families and continue to strengthen and maintain the school-to-home connection.

If awarded this grant, Alief will work with Texas Afterschool Centers on Education (ACE) to create and distribute electronic outreach materials and resources in English and Spanish.

Family Engagement: The Family Engagement Specialist will work directly with each campus. All campuses, including the seven sites proposed for Cycle 10, have a Family Center staffed by a Parent Liaison and volunteers. Information regarding after school programs is available in the family centers, and the Family and Community Engagement (FACE) Department hosts several Family Engagement Nights throughout the year where parents and community members can come to the campus to learn more about school programs and initiatives (including the after school program) and participate in engaging games, activities, and competitions that help promote the home-to-school connection.

Parents and family members of students in the ASP have full access to the Family Center at their child's campus. Through the Family Center, ASP parents can enroll in a variety of free courses including English as a Second Language classes and GED preparation through HCDE, and basic computer literacy in English or Spanish through a partnership with the Mexican Institute of Technology of Greater Houston. The FACE Department offers a wide range of family programs including Active Parenting, Family Friendly Schools, and Parenting Partners, and also offers family programming and free activities through partnerships with the Children's Museum of Houston and the Houston Public Library. The FACE Department also provides access to a number resources geared toward parents/families helping their child(ren) academically at home. These resources include Alief Home Access in English and Spanish, the Khan Academy, Naviance for college and career information and preparation, SAT and ACT preparation, Ready Rosie for engaging young learners at home, and Healthy Summer Meals to provide free meals to children 18 years old and younger over the summer break at participating sites across the district.

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

County-district number or vendor ID: 101-903	Amendment # (for amendments only):
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**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Transportation and Safety:** Alief After School Programs currently offers a fee-based program at 11 campuses. As part of the needs assessment process for this grant funded program, central After School Program staff analyzed transportation procedures at the fee-based sites. These sites currently do not have district-sponsored transportation, and anecdotal evidence suggests that lower enrollment at these sites is due, in part, to lack of transportation. Alief's high rates of economically disadvantaged students and single parent households contribute to complications with arranging transportation from the program. Families that are unable to arrange transportation for the fee-based after school programs elect to have their child(ren) walk home. While the district supports walkers/bike riders, we do not allow students to walk home from the After School Program between November and March due to daylight savings time. This further complicates the transportation issue and contributes negatively to enrollment in the program.

Based on these experiences at the fee-based sites, Alief will use grant funding to provide bus transportation for sites participating in 21<sup>st</sup> Century, Cycle 10. While the district will continue to use procedures outlined in our After School Program handbook for car riders and walkers/bike riders, the majority of students at grant funded sites are bus riders. In an effort to support the highest priority of ensuring the safety of all students, Alief implemented the SMART Tag system for bus riders in the district. The program was piloted in 2016 and rolled out district wide at the beginning of the 2017-18 school year. Each district school bus is outfitted with a tablet equipped with a Radio Frequency Identification reader, mobile connectivity, and Global Positioning System (GPS). Every student in the district who resides in a bus zone and is assigned a route is issued a unique SMART Tag identification badge. The badge is scanned on the bus tablet upon bus entry and exit, ensuring each child is on the correct bus and that no unauthorized individuals board the bus. Using the SMART Tag technology, central Transportation Department staff have a plethora of valuable information immediately available, including which students are on each bus, the exact location of each bus, the traveling speed of the bus, and each stop the bus makes. The SMART Tag system will greatly benefit the after school program staff by ensuring the proper and safe transport of all after school program students.

Middle school sites have the added benefit of leveraging the district's late run buses, and will not require additional funding for transportation. Alief has a late run bus system for middle schools and high schools that transports kids that remain on campus for tutorials, athletic events, and other school related activities. The middle school after school program students will also benefit from SMART Tag technology during bus transportation.

After school program staff at each participating site follow the district's documented procedures for dismissal. There are specified zones at dismissal for walkers/bike riders, car riders, and bus riders. Staff ensure each student gets to the correct zone at dismissal for safe transport home.

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

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Role of Volunteers in the After School Program: Recruitment of volunteers is coordinated by Alief's Volunteers in Public Schools (VIPS) staff within the Family & Community Engagement Department. The VIPS coordinator recruits potential volunteers using a centrally maintained database of retired educators and also through the district's active mentor and volunteer database. Recruitment efforts are also employed at each campus through posters, flyers, and campus newsletters. Additionally, each campus has a designated volunteer coordinator and a family engagement liaison who actively promote volunteerism at the campus. Site Coordinators will encourage volunteerism, particularly by family members, and will establish communication with the campus volunteer coordinator to identify volunteers.

Volunteers are a welcome and vital aspect of the Alief community. The Alief After School Program will use volunteers in mentoring roles and as career exploration speakers during college and career readiness activities. Each after school program student will be assigned an adult mentor that they will meet with on a regular basis to receive advice, encouragement, and academic and/or emotional support. Additionally, throughout the week the sites will offer opportunities for career exploration as part of the district's ongoing college and career readiness initiatives. Adult volunteers will serve as guest speakers to shed light on their various career experiences and achievements, including the education and training required to succeed in those fields.

Volunteer Screening and Placement: Alief has a detailed screening and placement process for volunteers that is implemented by the central VIPS coordinator.

- Prospective volunteers may complete the volunteer application in the VIPS section of the district website.
- After submitting the application, prospective volunteers agree to a Code of Ethics.
- The VIPS coordinator reviews applications and submits accepted applications to the Human Resources Department.
- Human Resources staff conduct extensive background checks on all volunteer applicants.
- Applicants that pass the background check are notified by the VIPS coordinator of their approval as a volunteer.
- Volunteers come to the VIPS office at the administration building to receive their volunteer identification badge.
- New volunteers are required to attend an orientation training given by the volunteer coordinator and the family liaison at the campus where they wish to volunteer.
- For each subsequent visit to the campus, the volunteer must present their district-issued identification badge to the front office and sign in via the district's electronic sign in/sign out system.
- All volunteer hours are collected by the campus volunteer coordinator and reported to the VIPS office monthly.

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

County-district number or vendor ID: 101-903	Amendment # (for amendments only):
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**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Commitment to After School Programming: Alief's Board of Trustees, staff, and community understand that after school programming is a crucial component in the life and education of a child, particularly in economically disadvantaged and often unsafe and unstable neighborhoods. The district will do everything that it feasibly can to build and sustain partnerships to provide after school programming for these high need students when grant funding expires. In 2015, TEA contracted with Westat to conduct site visits at Alief ASP sites. Westat contractors referred to Alief's ASP as a "model of sustainability" and they continue to reference Alief's ASP in their trainings and conferences. For the immediate needs of the sites included in this proposal, Alief currently uses local funds to employ a full-time district After School Program (ASP) Coordinator and two full-time assistants. When funding expires, oversight of the community learning centers would shift to the ASP Coordinator. Through the duration of the grant, the central ASP Department will conduct trainings, assist sites with the hiring process, and assist with the instructional delivery and program evaluation for each site. Harris County Department of Education Center for Afterschool, Summer, & Enrichment (CASE) will provide professional development and training during the grant period. Alief will use these sessions to develop a train-the-trainer model to help sustain the program by providing training to both continuing and new ASP staff members.

Local Support: Alief will continue to use Title I funds, as available, to support campuses. Federal Programs & Grants and After School Program staff are currently working on a re-design of its tuition-based programs to maximize funds while maintaining quality of programming. The ASP will partner with the Career & Technical Education Department to involve students in the district's Texas Association of Future Educators (TAFE) program at ASP sites. The aim is to provide practical experiences for TAFE students and meaningful interactions between ASP students and students in a career pathway, and to develop a pool of qualified and experienced educators to sustain programs in the future. Alief will also leverage partnerships with local colleges and universities to provide internship opportunities for college students at our ASP sites.

Building Local Sustainability Through Partnerships: The district will also continue to leverage established partnerships with local organizations such as Houston's Kids, the Alief YMCA, the Children's Museum of Houston, and Communities in Schools – Houston to provide after school enrichment opportunities, field trips, summer programs, and counseling services. Additionally, Alief is a current recipient of the HCDE CASE Partnerships grant which provides a dollar for dollar match of funds spent at participating fee-based sites to provide enrichment and after school programming. Alief also participates in the HCDE CASE City Connections, a collaborative initiative which is funded directly by the City of Houston to support nonprofit organizations that address the need for youth services outside the school day based on communities. Alief also partners with HCDE CASE on the Afterschool Sustainability Initiative (ASI). The ASI project was designed to generate successful partnerships in the community and support the valuable work that Harris County nonprofits are providing to at risk youth beyond school day hours, and the new CASE ASI model will maximize community investment on leveraged funds to promote sustainability of out-of-school time comprehensive programs operated by nonprofits.

Another option for after school programming in Alief is a program called COMET, which is offered in partnership with 5Works, a local non-profit organization. The COMET program provides enrichment, homework support, and other after school programming at participating apartment complexes where students reside. Volunteers and community partners sustain the program, and COMET is free for students.

Alief does have a newly established partnership with Save the Children, an organization that is aiming to assist school communities impacted by Hurricane Harvey. Save the Children will provide scholarships for students in need at the district's fee-based ASP sites. This partnership will be a substantial boost to enrollment in and sustainability of fee-based sites.

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

County-district number or vendor ID: 101-903	Amendment # (for amendments only):
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**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program Coordination: To maximize effectiveness and promote sustainability, the district coordinates funds from federal, state, local, and non-federal sources. Materials, training, staffing requirements, and contracted services essential to program implementation will be funded through the grant. However, additional items that are supplemental, but that support grant goals and objectives, may be purchased using additional funds including Title I, Title II, local, and federal nutrition funds, as well as funds from community partners.

As required by ESSA, Alief coordinates and collaborates with other programs to make the most effective use of public resources. The annual District Improvement Plan process is the catalyst for collaboration. Through the comprehensive needs assessment, staff discover opportunities for meaningful and impactful collaboration. Departments coordinate to bring together federal, state, and locally funded programs and personnel to ensure the most effective use of resources. For example, the central ASP Department collaborates with the district Science Department to incorporate STEM curriculum and robotics lessons and events in after school programming. College and career preparation initiatives and lessons are integrated into the ASP through a collaboration with the central Career & Technical Education Department. Additionally, ASP staff collaborate with the Fine Arts department for the integration of arts curriculum.

Alief will also leverage the resources available from the Texas Ace Blueprint, including coordinating training opportunities, technical assistance coaching, data collecting and reporting through the Texas 21<sup>st</sup> database, program implementation monitoring, and program evaluation.

Alief's ASP Site Coordinators work closely with campus instructional leadership teams to ensure that the ASP is a true extension of the regular school day, with real integration between campus services and ASP services. The ASP's goal is to augment the learning of the school day through enrichment activities, homework assistance, and tutorials. Site Coordinators are part of the campus leadership team and the campus Shared Decision Making Committee.

At the middle school level, UIL and intramural athletics, along with after school tutorials, are already in place. The ASP works with these students and supplements their participation in these activities with enrichment activities and other ASP programming. After school tutorials are paid for with Title I funds and State Compensatory Education funds. Sports programs are provided using local funds. Curriculum is designed by the central instructional leadership team and funded locally.

Field trips to colleges and universities, as well as to other educational facilities (zoo, museums, farms, etc.) in and around Houston supplement the regular school day curriculum. The Nutrition Department provides a daily snack at the beginning of the program, as well as snacks for after school program field trips, and lunch for school day field trips. Field trips are paid for using local and federal funds.

The district continually looks for ways to leverage partnerships and other federal, state, and local resources to maximize funds and expand the outreach of services to as many students as possible.

Supplementing Existing Programs: Alief's partnerships with HCDE CASE on the Partnership Project, City Connections, and the Afterschool Sustainability Initiative are an effective means of leveraging public resources to supplement our programs. Additionally, Alief partners with the Texas A&M AgriLife Extension Service for curriculum sharing and integration of arts and crafts, culinary arts, robotics, and team building exercises. Alief ASP students have also participated in local 4-H robotics competitions sponsored by the Texas A&M AgriLife Extension Service.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

**Center 1**

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Horn Elementary School 10734 Bissonnet St. Houston, TX 77099		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	101903123				
Cost per student	\$899.45				
"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):		45	
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

**Center 2**

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Chambers Elementary School 10700 Carvel Ln. Houston, TX 77072		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	101903104				
Cost per student	\$899.45				
"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):		45	
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

**Center 3**

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Chancellor Elementary School 4350 Boone Rd. Houston, TX 77072		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	101903108				
Cost per student	\$899.45				
"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):		45	
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

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

County-district number or vendor ID: 101-903      Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Olle Middle School 9200 Boone Rd. Houston, TX 77099		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	101903042				
	<b>Cost per student</b>	\$801.78				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	120	<b>Parent/legal guardian target (in proportion with student target):</b>		45	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>			
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12			
	<b>9-digit campus ID number:</b>							
	<b>Cost per student</b>		<b>\$</b>					
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>			
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
	<b>Campus name:</b>							
	<b>9-digit campus ID number</b>							
	<b>Estimated transportation time</b>							

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

County-district number or vendor ID: 101-903	Amendment # (for amendments only):
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**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Center Operations: Alief ASP staff will develop and provide quality afterschool programming for students most in need of academic assistance at seven identified campuses. Operating dates: August 27, 2018 – May 17, 2019, Monday - Friday. Elementary and intermediate campuses will meet for 15 hours a week, while middle school campuses will meet for 12.25 hours a week. All programs will operate five days a week during the fall and spring semesters for 33 weeks, and for six weeks during the summer from June 3, 2019 – July 11, 2019, for a total of 39 weeks. Summer programming will, at minimum, operate as follows: Elementary 7:30 a.m. – 1:00 p.m.; Intermediate 8:15 a.m. – 1:45 p.m.; Middle School 9:00 a.m. – 3:30 p.m. Grade levels served will include Kindergarten – 8<sup>th</sup> grade. Summer will include enrichment/bridge activities.

Management Plan to Support Center Operations and Meeting Program Objectives and Student Service Targets: Alief operates a centrally run After School Program Department consisting of an ASP Coordinator, an Assistant Coordinator, an Academic Specialist, a Family Engagement Specialist, two Program Assistants, and an Aide. The central ASP staff possesses the skills, expertise, and experience to manage the operations of all after school program sites in the district. Each grant funded site is led by a full time Site Coordinator and is staffed by certified teachers, paraprofessionals, and volunteers. Site Coordinators report to the ASP Coordinator and meet regularly with central ASP staff to ensure quality delivery and management of programming.

The Project Director will assume overall responsibility for the 21<sup>st</sup> Century Cycle 10 sites and will report directly to the ASP Coordinator and the Director of Federal Programs & Grants. The Project Director will have full authority, with the support of district administrators, to implement the grant program. The district's Compliance Coordinators monitor activities and expenditures for all competitive grants. The Project Director will meet bi-monthly (at a minimum) with the ASP Coordinator and bi-annually with the Compliance Coordinators to ensure programs are implemented with fidelity and that grant funds are properly budgeted, expended, and reported. The Compliance Coordinators and the ASP Coordinator meet regularly with the Director of Federal Programs & Grants for ongoing analysis and evaluation of programs and budgets. The Site Coordinators and Academic Specialist will report to the Project Director and meet monthly (at a minimum) to ensure continuous oversight and improvement of programs at each site.

Multiple layers of support at each site and centrally provide a solid foundation of program operations and management. This staffing infrastructure fosters an environment where instructional staff can effectively provide quality programming to the proposed number of students, and finance and compliance staff can efficiently and effectively manage grant funds to support each site. The district has a well-established process for ensuring that activities are implemented successfully and completed according to proposed timelines. The seven identified campuses will participate in the process, which includes monthly meetings attended by Site Coordinators from all afterschool programs and led by the Project Director and the ASP Coordinator. Campus representatives receive information regarding project management, implementation, and financial assistance. They also use this time to share concerns and successes and to identify strategies for continuous improvement in the operation of their projects. The Project Director will participate in regular meetings with central and campus based ASP staff to ensure quality program management. To support professional learning, Alief will leverage the library of training resources including with MyTexasACE.

Each campus principal has dotted line authority of the Site Coordinators as an integral part of the campus Instructional Leadership Team and Shared Decision Making Committee, and participates in hiring and performance evaluation along with the ASP Coordinator.

This management system serves to provide essential program management support and educational support to meet student service targets.

Budget Plan: Alief's budget is based on experience and expertise in the delivery of after school programming. The proposed budget supports a central Project Director and a central Family Engagement Specialist with supporting equipment, supplies, and training. The budget also includes campus-based Site Coordinators with supporting equipment, supplies, and training, as well as support staff and enrichment activities. These funds will help meet student targets by providing experienced and qualified central and campus-based staff, and activities and experiences that directly support regular school day learning and provide participating students with meaningful, enriching opportunities for growing and learning, both academically and socially-emotionally.

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

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Internal Evaluation – Center and Grant Levels: Alief will evaluate programs using a combination of center level self-evaluation and contracted external evaluation at the grant level. Center level evaluation will be based on the Youth Program Quality Assessment (YPQA). Alief ASP staff will attend YPQA professional development sessions through the United Way of Houston, and will train Site Coordinators and other ASP staff in the YPQA methodology. The YPQA is an evaluation method developed by the Center for Youth Program Quality. It is a validated instrument designed to measure the quality of youth programs and identify staff training needs. The YPQA assesses safe environment, supportive environment, interaction, engagement, youth-centered policies and practices, high expectations for youth and staff, and access. This evidence-based assessment tool uses observations of program activities by program staff, and interviews with the Site Coordinator based on the observations. Notes, observations, and interview data are used as evidence to score items. Item scores are combined to create an overall program quality profile ([www.cypq.org/assessment](http://www.cypq.org/assessment)). The overall program quality profile will be used by central ASP staff and Federal Programs & Grants staff to evaluate the community learning centers.

Alief will also leverage the Texas ACE evaluation guidelines and resources to ensure quality evaluation of programs, and also to create a logic model that depicts the key components of the program and shows the relationships among the resources, activities, and short- and long-term expected outcomes.

External Evaluation: An external evaluator will be contracted to measure progress toward program goals following the Texas ACE Blueprint. The independent evaluator will collect qualitative and quantitative data for reporting on TEA and project-level performance measures that evaluate program performance throughout the year and for the annual end of year evaluation report. A formative evaluation will help identify problems so they can be resolved in a timely manner. Site coordinators will enter data on student enrollment and program attendance into the TX21st Database and collect data on staff training, program activities, mentors, and program staff meetings using logs, meeting minutes and surveys. The independent evaluator and the district will use the following data reports from TX21st for ongoing review: a) Activity Attendance Percentage, b) Activity Average Daily Attendance, c) Activity Description Detail, d) Participant Activity Attendance Detail, e) Participant Attendance, f) Student Attendance Percentage – Grantee Level, g) Year End Summary, h) Student Export. District ASP staff will work with the evaluator to submit two interim reports and the final evaluation report.

Improving Programs: Data from the YPQA and from the external evaluation will be used in monthly staff meetings to guide discussion on success and areas that require improvement. Data driven decisions will help ensure a high quality of programming at all sites. As a result of the evaluations methods, Alief wants to observe higher rates of attendance among 21<sup>st</sup> Century Community Learning Center students, increased performance on STAAR, decreased disciplinary issues, and increased family engagement. Our programs are designed to achieve these ends, and ongoing data review will guide central level and site level decision making to ensure progress toward these goals.

Alief ISD assures that it will comply with all state and local evaluation requirements.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 101-903			Amendment number (for amendments only):	
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 101-903

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

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

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County-District Number or Vendor ID: 101-903			Amendment number (for amendments only):	
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-903

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-903			Amendment number (for amendments only):	
<b>Barrier: Lack of Support from Parents (cont.)</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-903			Amendment number (for amendments only):	
<b>Barrier: Lack of Knowledge Regarding Program Benefits (cont.)</b>				
#	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barriers</b>				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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<b>Schedule #19—Private Nonprofit School Participation</b>			
County-District Number or Vendor ID: 101-903		Amendment number (for amendments only):	
<p><b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p><b>Failure to complete this schedule will result in an applicant being disqualified.</b></p>			
<b>Questions</b>			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes you must answer question #2 below.</li> <li>• If your answer to this questions is no, you do not address question #2 or the assurances below.</li> </ul>			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes, you must read and check the box next to each of the assurances below.</li> <li>• If your answer to this question is no, you do not address the assurances below.</li> </ul>			
<b>Assurances</b>			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on <b>Schedule #6—Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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