

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)	<b>FOR TEA USE ONLY</b> 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	
<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 #	
Rio Grande City CISD		214-901	1	
Vendor ID #	ESC Region #	DUNS #		
74-60003668	01	800541364		
Mailing address		City	State	ZIP Code
1 S Fort Ringold		Rio Grande City	TX	78582-4201

**Primary Contact**

First name	M.I.	Last name	Title
Adelina		Villarreal	Asst. Director of Federal Pgms.
Telephone #	Email address		FAX #
956-716-6962	<a href="mailto:roquenina@yahoo.com">roquenina@yahoo.com</a>		956-488-6070

**Secondary Contact**

First name	M.I.	Last name	Title
Alfredo		Garcia	Superintendent
Telephone #	Email address		FAX #
956-716-6702	<a href="mailto:agarcia@rqccisd.org">agarcia@rqccisd.org</a>		956-487-8506

**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
Alfredo		Garcia	Superintendent
Telephone #	Email address		FAX #
956-716-6702	<a href="mailto:agarcia@rqccisd.org">agarcia@rqccisd.org</a>		956-487-8506
Signature (blue ink preferred)	Date signed		

Only the legally responsible party may sign this application.

701-18-111-123

**Schedule #1—General Information**

County-district number or vendor ID: 214-901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note for Competitive Grants*	<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): 09/01

End date (MM/DD): 08/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**

Yes:

No:

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 214-901

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 <a href="#">General and Fiscal Guidelines</a>
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> 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 <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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

County-district number or vendor ID: 214-901 Amendment # (for amendments only):

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

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

#	Provision/Assurance
1.	The applicant provides assurance that 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: 214-901

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: 214-901	
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 #3—Certification of Shared Services**

County-district number or vendor ID: 214-901

Amendment # (for amendments only):

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

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

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

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

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

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

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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 214-901			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 214-901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

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

**Part 2: When an Amendment Is Required**

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

**Part 3: Revised Budget**

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

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 214-901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 214-901

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.

**Rio Grande City ACE Program:** Rio Grande City Consolidated Independent School District serves several economically disadvantaged communities. The district will emphasize the significant educational enrichment with the predominantly Hispanic border community through a myriad of integrated school-community activities for students, parents, and neighborhood community members alike. This program directly aligns with Every Student Succeeds Act State plan.

Rio Grande City CISD is a district located in a rural part of Starr County connecting with the Mexico border. Starr County is the most impoverished county in Texas with a 39.2% of school aged children living under state poverty levels (money publication, 2016) and at a current rate of and a current rate 15.4% unemployment (the highest in Texas). The county is located on the Texas- Mexico border and is a part of the Rio Grande Valley Empowerment Zone. It is the site of many colonias, small remote and isolated neighborhoods consisting of substandard housing, inadequate sewage systems, and unsanitary conditions, often erected far from any municipality or rural public service. The District is a large individual school district in the United States in geographic area. It facilitates the learning of the student populations of Rio Grande City (the County Seat) and surrounding communities including La Grulla, La Casita, Garciasville, and Alto Bonito (all approximately 30 miles away from the town of Rio Grande City), together with various colonias within the boundaries of RGCCISD. Within its span of an area of approximately 456 square miles, these communities and colonias have remained limited in economic development due to isolation and to geographical factors. In order to service the entire student population, the District is comprised of nine elementary schools (ten campuses), three middle schools (four campuses), three high schools, and one alternative center, with a total District enrollment of 10,930 students. Demographics reflect a 98.3% Hispanic population whose predominant language is Spanish. Because of the proximity to Mexico (less than 3 miles), there is a high influx of Mexican immigrants into the area. Furthermore, 88.9% of the District's students are economically disadvantaged and come from low-income families. The Limited English Proficient (LEP) students comprise 66.0% of the populace, 9.6% are classified as Special Education students, and 74.4% of the total student population is At-risk.

Rio Grande City ACE learning centers are appropriate to address the needs of the target population of students in grades 6 through 12. These four centers are located at La Grulla Middle School, La Grulla High School, Ringgold Middle School, and Veterans Middle School. A district needs assessment was conducted in order to verify the need for program and to determine which campuses would be best served by the grant. **RGCCISD is a high need, high poverty (Title 1, Schoolwide) district.** The district has identified both La Grulla campuses, Ringgold Middle School and Veterans Middle School as some of the campuses with the most need due to low performance scores, high poverty levels and first-generation college students within Rio Grande City CISD.

Both La Grulla Middle school and La Grulla High School have active ACE learning centers that have completely transformed the students participating in the program. Rio Grande CISD would like to continue making an impact in its community. The district intends to continue both la Grulla Learning Centers and will also expand services to its other two middle school campuses. The District will employ one Site Coordinator for all centers, with the experience and/or knowledge required to coordinate all activities, provide advocacy, and meet the needs of the students and families before, during, and after school hours. Each Community Learning Center (CLC) will employ a Lead Teacher among the teaching staff to act as an on-site resource.

**Project History**

La Grulla Middle School and La Grulla High School ACE Learning Centers have been some of the most successful centers throughout the state of Texas. These two centers are targeted for Middle school and High school students and they provide some of the best models for students to be prepared for success in college, a career or the military. Since all programs offered consist of Academic tutorial in Math, Reading, Science, and History, this program aligns with Every Student Succeeds Act (ESSA) strategic priorities of building a foundation in Math and Reading and improving low performing schools. Also, many of the High school programs offer students opportunities to earn AP credits, Vocational Certification (cosmetology and barbershop) and other career traits. This also aligns with the ESSA strategic priority of connecting high school students to career and college. Many of the students participating in these

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 214-901			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	\$615,521	\$	\$615,521
Schedule #8	Professional and Contracted Services (6200)	6200	\$227,000	\$	\$227,000
Schedule #9	Supplies and Materials (6300)	6300	\$150,050	\$	\$150,050
Schedule #10	Other Operating Costs (6400)	6400	\$128,500	\$	\$128,500
Schedule #11	Capital Outlay (6600)	6600	\$30,000	\$	\$30,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,151,071	\$	\$1,151,071
3.508% <u>indirect costs</u> (see note):			N/A	\$	\$0
<b>Grand total of budgeted costs (add all entries in each column):</b>			<b>1,151,071</b>	<b>\$</b>	<b>\$1,151,071</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,151,071
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$57,553.55
This is the maximum amount allowable for administrative costs, including indirect costs:					\$57,553.55

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.

<b>For TEA Use Only</b>	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>			
County-district number or vendor ID: 214-901		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		\$74,363
5 Site coordinator (required)	4		\$200,000
6 Family engagement specialist (required)	1		\$45,000
7 Secretary/administrative assistant	1		\$30,000
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			
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$349,363
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay (16 staff members x \$30 x 444 hrs. = \$213,120)		\$213,120
25 6121	Support staff extra-duty pay (4 staff members x \$15 x 400 hrs = \$24,000)		\$24,000
26 6140	Employee benefits \$29,038		\$29,038
27	Subtotal substitute, extra-duty, benefits costs		\$266,158
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$615,521</b>

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

<b>For TEA Use Only</b>	
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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 214-901		Amendment # (for amendments only):
<b>NOTE:</b> 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:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Region 1 Educational Service Center- Will provide professional development training to participating staff.	\$8,000
2	External Evaluator- Will be responsible for coordinating the collection and monitoring the quality/completeness of required federal and state data. The External Evaluator will ensure that the independent evaluation is submitted electronically to TEA no later than September 15 of each year.	\$3,000
3	Educational Consultant- Will conduct student surveys and be available to meet with the Project Director in order to discuss strategies that are being implemented in other 21 <sup>st</sup> CCLC sites that have been proven to be effective to address identified areas of need.	\$4,000
4	College 1 <sup>st</sup> - Will provide students with Camp Academies that are designed to increase the number of students graduating from high school that are ready to enroll and complete a post-secondary education. The Camp Academies will cover a wide range of programming, to include: STARR prep, engineering, medical, home health, and architectural design.	\$36,000
5	South Texas College- Will provide parents with classes that offer certifications and classes for teacher substitutes and other adult classes. Will provide industrial certification for ACE students, as well as camps for ACE students.	\$70,000
6	McAllen Career Institute- Will provide specialized instruction leading toward national certification or a certificate of completion in the respective field of study.	\$70,000
7	RGV- Votech- Will provide ACE parents with Certified Nursing Assistance and phlebotomy classes. Will provide industrial certification for ACE students, as well as camps for ACE students.	\$36,000
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$227,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$227,000</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 #9—Supplies and Materials (6300)</b>	
County-District Number or Vendor ID: 214-901	Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>	
Expense Item Description	Grant Amount Budgeted
6300 Total supplies and materials that do not require specific approval:  Student Supplies- Manual, materials, games, arts and crafts, sports equipment, project supplies for the full 35 weeks.  4 centers at \$27,500= \$110,000  STEM related supplies= \$25,000  MISC supplies used by Project Director, site coordinator, family engagement specialist and administrative assistant to properly implement the program  a. Grantee Level Fixed Cost= \$5,050 b. Center Level Fixed Cost = \$10,000	\$150,050
<b>Grand total:</b>	<b>\$150,050</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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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 214,901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. <b>Project Director will attend the National Conference</b>	\$4,500
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.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing. <b>In-state travel for project staff to attend required conferences.</b>	\$16,000
Subtotal other operating costs requiring specific approval:		\$20,500
Remaining 6400—Other operating costs that do not require specific approval:		
Bus Transportation= \$75,000 Nutricionous snacks= \$17,000 Funds for Family engagement activites= \$16,000		\$108,000
<b>Grand total:</b>		<b>\$128,500</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: 214-901			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	Laptops for students (Ringgold MS and Veterans MS campuses)	60	\$500	\$30,000
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				\$30,000
<b>Grand total:</b>				<b>\$30,000</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: 214-901			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. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	The project director will be required to hold a Master's in Education Administration with certifications in mid management or principal ship, and experience in areas of counseling preferred and a minimum of five years in the administration of federal programs.		
2.	Site Coordinator(s)	The Site Coordinator will be required to hold a bachelor's degree in education or related field. Experience with at-risk youth and families, staff supervision, and a knowledge of community resources preferred		
3.	Family Engagement Specialist	The Family Engagement Specialist must hold a bachelor's degree and experience in coordination, planning, and implementation of planned family activities.		
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Analyze data and keep individual records	08/01/2018	07/31/2019
		2. Implement Instructional/Enrichment Programs	08/29/2018	07/31/2019
		3. Mid Term evaluation of academic performance data	01/16/2019	01/31/2019
		4. Adjust program elements as needed	08/01/2018	07/31/2019
		5. Annual Summary analysis of STAAR data/grades	06/30/2019	07/31/2019
2.	Improve Attendance	1. Analyze data and keep individual records	08/01/2018	07/31/2019
		2. Implement Attendance Incentive Program	08/29/2018	07/31/2019
		3. Mid Term evaluation of academic performance data	01/16/2019	01/31/2019
		4. Adjust program elements as needed	08/01/2018	07/31/2019
		5. Annual Summary of Attendance Records	06/30/2019	07/31/2019
3.	Improve Behavior	1. Analyze data and keep individual records	08/01/2018	07/31/2019
		2. Set and implement Behavior expectations	08/29/2018	07/31/2019
		3. Mid Term evaluation of academic performance data	01/16/2019	01/31/2019
		4. Adjust program elements as needed	08/01/2018	07/31/2019
		5. Summary analysis of referrals/discipline records	06/30/2019	07/31/2019
4.	Improve Promotion Rates	1. Analyze data and keep individual records	08/01/2018	07/31/2019
		2. Implement Motivational Programs	08/29/2018	07/31/2019
		3. Mid Term evaluation of academic performance data	01/16/2019	01/31/2019
		4. Adjust program elements as needed	08/01/2018	07/31/2019
		5. Summary analysis of STARR data/promotions	06/30/2019	07/31/2019
5.	Improve Graduation Rates	1. Analyze data and keep individual records	08/01/2018	07/31/2019
		2. Implement College Awareness Programs	08/29/2018	07/31/2019
		3. Mid Term evaluation of academic performance data	01/16/2019	01/31/2019
		4. Adjust program elements as needed	08/01/2018	07/31/2019
		5. Survey/questionnaires	06/30/2019	07/31/2019
<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: 214-901

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.**

First there was an evaluation to see if the La Grulla learning centers were still found to be two campuses with some of the greatest need in the district due to rural location, high poverty, lack of employment and student scores. Rio Grande CISD found that La Grulla Middle School and La Grulla High school still serve some of the most economically distressed students in the district and also these two schools have some of the lowest test scores, but they also identified Ringgold Middle School and Veterans Middle School as two schools that have low test scores and also are high at-risk and economic disadvantaged. This brought the recommendation to not just continue the Rio Grande ACE program but to expand it into Ringgold and Veterans Middle Schools.

RGCCISD's 21" CCLC projects have been developed in accordance with the Principles of Effectiveness. An assessment of objective data was conducted regarding issues critical to the development of a meaningful project including community needs and available resources; student behavior; remediation and acceleration; and parent literacy and involvement. The district obtained data from the 2016-2017 TEA TAPR Report, and the district's PEIMS department.

School Name	Economic Disadvantaged	At Risk	Reading	Writing	Science	History
La Grulla MS	92.5	88.3	59	62	63	36
La Grulla HS	64.5	53.2	47	60	75	75
Ringgold MS	90.1	80.1	61	76	59	41
Veterans MS	64.6	73.3	72	73	65	62

The program will work with local partners such as South Texas College, University of Texas- Rio Grande Valley and even some local music artist (Tejano Music) to help improve the needs found in all Rio Grande City Middle Schools and La Grulla High School. This includes providing academic tutorial to ACE participants to help improve test scores and also providing college credit opportunities to help students save money on future college courses.

**Working Family's Needs**

According to the Working Poor Families Project published in 2012, 1 out of 3 working families struggle to meet basic needs. This means that they are struggling with food, shelter and this affects their sons and daughter's education. The program will also assist working families in that many times they do not have the resources, time or money to place their students in tutoring, vocational classes, or even arts and sports and the ACE program allows for them to get these low-income students and families the opportunity to learn and be successful after they graduate. Also, the program has been able to provide certification opportunities for parents and they will continue to provide different classes that allow parents to earn a certification that can allow them to find higher better paying jobs.

The Rio Grande ACE Program along with the Family Engagement Department will provide effective training and educational services in the following areas for our parents

- Leadership Workshops, Mentorship training, Adult literacy classes, Parenting Counseling, ESL classes, GED preparation, Nutritional Education, Preventative Health Services, Welding Certification and Food services certification.

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

County-district number or vendor ID: 214-901	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.

RGCCISD has been partnering with several community-based organizations for over 8 years to provide services designed to increase the academic success of students, prepare student for a future college and career, and decrease delinquency of participating youths. They have agreements of support and they will continue to work in partnership to provide the best services for the students in the Rio Grande CISD ACE program. Partners are listed below:

**The Starr County Industrial Foundation** partners with the District in providing information and guidance to business and workforce preparation for participating families.

**Texas Agrilife Extension (Starr County Extension)-** provides healthy community lessons to ACE parents and ACE students. They provide free presenters to ACE parents and ACE students to all centers and bring presentation and conferences as well as drunk driving simulator to all schools.

**Behavioral Health Solutions of South Texas (Texas Border Region)-** Provides free counseling to ACE students (afterschool) and to their parents on drug intervention and prevention. They also provide free conferences and presentations.

**SCAN-** provides free access to evidence-based prevention, intervention and free treatment services to ACE students and their parents. They also provide free conferences as well.

**Revive Fort Ringgold-** is a civic organization that provides free historical tours, and free mentorship and school presentations.

**F.J. Scott Study Club-** is a civic organization that provides scholarships opportunities to students that are in the ACE program. They also provide free mentoring and tutoring to ACE students.

RGCCISD has experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive development of students. RGCCISD has a partnership with the Rio Grande City Public Library literacy services after-school to struggling students. After-school tutorials and summer school activities are provided by the district. In addition, the it offers family literacy activities through use of their parental involvement department. Participants can also acquire the skills and knowledge to become active and informed parents, workers, and community members. The Optional Extended Year Program (OEYP) funding, which is no longer in existence, had been utilized in the past to provide summer school to assist students with grade promotion. Additionally, The Rio Grande City Parks and Recreation Service also collaborates with the district in providing sports leagues during the year and swimming classes in the summer. To expand on the success, the Superintendent will be responsible for obligating the district to the proposal requirements and will ensure the grant complies with the Texas Education Agency.

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

County-district number or vendor ID: 214-901

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.**

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Improve Academic Performance</b>	<b>Academic activities</b> such as: academic assistance in math, science, reading, writing, homework help, ESL, computer literacy, peer-tutoring, virtual journals, STAAR prep, and critical thinking, advanced placement scores, TSI. <b>Enrichment activities</b> may include Health and Fitness, Dance, Robotics and STEM based activities, and Mixed Media class, woodshop, music, culinary arts, cosmetology, barbershop, welding, pottery, and information technology
2.	<b>Improve Attendance</b>	Involve parents in all <b>truancy prevention activities</b> ; ensure that students face firm sanctions for truancy; create meaningful incentives for parental responsibility; establish on-going truancy prevention programs in schools; and involve local law enforcement in truancy reduction efforts, parent training and parent conferences.
3.	<b>Improve Behavior</b>	Based on student needs, <b>behavioral activities</b> may include: drug and violence prevention (ROPES, anger management courses, self-esteem courses, parenting courses, youth development activities, and gang prevention counseling). These services will reinforce and complement the regular academic program by focusing on prevention and intervention activities, social and emotional issues, and student advocacy.
4.	<b>Improve Promotion Rates</b>	Based on student needs, <b>promotion activities</b> may include: individualized and small group instruction through tutorials and homework assistance. Collaborative partnerships will also provide an array of academic and enrichment activities that help increase promotion rates.
5.	<b>Improve Graduation Rates</b>	Based on student/parent needs, <b>graduation activities</b> may include career-awareness and career interest resources, career pathway information, parental counseling on college possibilities, and value of higher education, college first camps for ACE students and ACE parents.
6.	<b>Improve career competencies</b>	Based on activities offered students will develop career competencies that employees look for in hires. These include critical thinking/ problem solving, professionalism/work ethic, teamwork and communication skills, by providing industry based certificates for the ACE student and parents. This will empower them to not only be college ready but workforce ready.

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<b>Schedule #16—Responses to Statutory Requirements (cont.)</b>	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):
<p><b>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.</b></p> <p><b>Homework Assistance</b> - Studies of after-school programs that provide homework assistance have noted improvements in student motivation and work habits, which directly affects academic achievement (Pierce, Hamm, Vandell, 2010).</p> <p><b>Tutoring</b> - Research conducted by the New Jersey Department of Education suggests that quality tutoring can benefit students in a number of ways. These include: 1) Improving student work habits - By building on the learning that takes place during the school day, tutoring can help students improve planning, organizing and the way they approach learning, projects and assignments; 2) Meeting specific student needs - Tutoring can offer students individual attention to help them learn in different and perhaps more effective ways in a smaller group environment. A tutor also provides an additional academic interaction focused on the individual student; and 3) Reducing non-productive or risky behaviors. Tutoring offers students a safe, supportive environment after school and can help them make productive use of time.</p> <p><b>Sports</b> – National Recreation and Parks Study, 2014, states that recreational activities are not academic in nature but rather allow students time to relax or play. Sports, and student clubs and high interest project-based learning fall into this category. Occasional academic aspects of recreation activities can be pointed out, but the primary lessons learned are in the areas of social skills, teamwork, and leadership.</p> <p><b>Family and Parental Activities</b> - Research indicates that parental involvement has a strong, positive effect on student achievement. "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial." (Ceballo, R., Maurizi, L. K., Suarez, G. A., &amp; Aretakis, M. T, 2014)</p>	

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

County-district number or vendor ID: 214-901

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.**

**Before/after- school and summer recess activities: Project Service (PS):** Strategies are sufficient quality for equitable access. The district has selected an array of before and after school and summer recess activities designed to increase academic performance and attendance, improve behavior, and raise promotion and graduation rates. These activities include the following:

**STUDENTS**

**Academic Assistance:** The following activities were selected based on available research that indicates their success in improving student's academics.

- Homework Help
- Book Club
- Critical Thinking
- Academic Tutorials
- Spanish, Biology and US History AP
- Reading Clubs
- STAAR Review
- Computer Literacy
- Computer-assisted learning and instruction
- Peer-Tutoring
- ESL

**Enrichment Activities:** The following activities were selected based on available research that indicates their success in improving students' behavior and keeping them out of trouble.

- STEM activities (ie.Robotics)
- Mixed Media Class
- College and Workforce Class
- Ceramics
- Accordion (music)
- Woodshop- Principles of Costruction
- Culinary Arts
- Cosmetology / Barbershop
- Community Service
- Parenting Courses

**PARENTS**

- English/Spanish Pre-Computer Literacy Courses
- Truancy Prevention Training
- Family Literacy Education
- Workforce Training
- Career Counseling
- Career Development
- Employment Skills Training GED
- Parental Involvement Activities
- Parental Support Services
- Family Counseling

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

County-district number or vendor ID: 214-901

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.**

The district will utilize the ACE Outreach materials that have been provided by TEA to disseminate information about the community learning centers. This will include flyers, brochures, recognition articles, and press releases. All literature will be printed in both English and Spanish in a manner that is understandable and accessible to all parents. Flyers will be distributed to students to take to their parents notifying them of the expanded learning opportunities available. Flyers will also be posted at doctor's offices, churches, businesses, local post office, and local community organizations. ACE outreach materials will be mailed to all student home addresses.

For all English-speaking parents, information will be addressed through a combination of methods to include: local newspapers, flyers sent home with students, school marquees, announcements, and project awareness provided by our local community-based partners.

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<b>Schedule #16—Responses to Statutory Requirements (cont.)</b>	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):
<p><b>Statutory Requirement 7:</b> 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. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b></p> <p>The project will take place on the school campuses, which offers students safe and easily accessible facilities. The district will ensure that students travel safely to and from each center and home by providing qualified adult supervision. Transportation will be minimal for students because the district proposes to have a center at each of its 4 campuses.</p> <p>At the end of the project day, the Site Coordinators will ensure that students board the evening school bus or are appropriately picked up by parent, guardian, or designated individual. Each student participating in the project will be required to have a Participant Request Form (Parent Consent Form) filled out and signed by the parent or guardian, prior to joining in any activities. The parent/guardian of the student must identify the method by which the student will leave the project each day and will be required to provide the name and relationship of any individual that will be allowed to pick-up the student. Students leaving early from the project are required to be signed out of the project by an approved parent/guardian or designee who needs to provide identification. The district will ensure a process is in place to document and address emergency situations, including and emergency readiness plan, emergency contact information, and follow-up documentation.</p>	

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

County-district number or vendor ID: 214-901

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 district will utilized volunteers or mentors from the local student organization as well as retired educators. RGC CISD requires all volunterers to be cleared with fingerprint ID which requires a fee of \$35 to the organization of human resources.

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

County-district number or vendor ID: 214-901

Amendment # (for amendments only):

**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.**

The district will develop a sustainability plan that includes specific strategies to help ensure the Community Learning Center(s) will remain in operation after grant funding ends. Special consideration has been given to the key elements that must be sustained in order to ensure the level of services remain consistent. Their key elements are as follows:

- **Vision** - The district will provide a clear and shared mission (vision) statement of the goals and objectives of the program in order to generate buy-in from all stakeholders. In addition, the district will define the scope of activities and scale of operation in order to ensure that stakeholders understand how the initiative fits within the larger community.
- **Strategic Funding Orientation** - The district will identify the resources needed to sustain the proposed program. This will include the expected fiscal needs, use of existing resources, maximizing of available revenue (i.e. federal, state, local, and private), creation of partnerships, and exploring new state and local revenue.
- **Broad Base Community Support** - Nurture community presence and support, encourage family involvement, and build partnerships that foster collaboration.
- **Strong Internal Systems** - Develop a strong fiscal management, accounting, and personnel system.

**Sustainability Plan** - Develop a written sustainability plan that takes account of short/long-term needs, identifies challenges and obstacles, strategizes to garner needed resources and overcome challenges, identifies, and communicate with key partners.

These strategies include

Plan	Strategies	Resources	Stakeholders	Timeline
<b>Vision and Strategic Funding Orientation</b>	Review mission and vision statement. Conduct funding orientation.	Utilize volunteers, technical assistance, facilities, utilities, maintenance, administration, security, and equipment.	Superintendent, School Board, Administrators, and Campus Personnel	On-set to on-going
<b>Building Community Support</b>	Maximize Personnel, Facilities, and Equipment	Locate and coordinate community resources, dedicated volunteers, and agencies to serve in partnership with the district.	Project Director, Site Coordinators, Family Engagement Specialist, CBOs, Faith-based Organizations, Senior Citizens, and Foundations	On-going
<b>Sustainability Plan</b>	Build Capacity	Develop a written sustainability plan to make better use of existing resources, maximizing federal, state, and local revenue, build additional public-private relationships, and generate newly dedicated revenues.	Project Director and Site Coordinators	3 months from start of project

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

County-district number or vendor ID: 214-901

Amendment # (for amendments only):

**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.**

The district has a history of coordinating funds to better serve the needs of their children and families. Materials purchased through federal and state funds will be utilized to allow families to accelerate their instruction.

**Local resources**

Funding Source	Amount	Intended Use of funds
Local General Funds	\$30,000	Utilities that include: telephone, water, electricity for grant activities conducted after-school and during the summer (\$750 x 10 months x 4 centers= <b>\$30,000</b> )
	\$80,000	The Learning Centers will be housed in 4 campuses in which the value of each campus at over \$1,000,000 x 2% x 4 centers= <b>\$80,000</b>
	\$20,000	Maintenance supplies used for upkeep of each center (\$500 x 10 months x 4 centers= <b>\$20,000</b> )
	\$10,000	The district will extend existing security proceeds to encompass the hours of operation for the 21 <sup>st</sup> ACE program (\$250 x 10 months x 4 centers= <b>\$10,000</b> )

The district will also maximize the following resources:

- Title I Part A - Improving Basic Programs;
- IDEA-B Special Education - Grants to States
- IDEA-B Special Education - Preschool Grants
- Title I, Part C, State Agency Program - Migrant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title 111, Part A, Immigrant
- Title III, Part A, LEP
- Title VI, Part B, Rural and Low-Income Schools Program
- 

The Superintendent and the Assistant Superintendent for Finance and Operations will ensure that previously allocated state and local funds are not diverted from the campuses because of its acquisition of the 21<sup>st</sup> CCLC grant funding. If awarded, the project activities and services provided by these grant funds will be supplemental to existing federal, state, and local service activities and will not supplant existing programs.

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Schedule #17—Responses to TEA Program Requirements						
County-district number or vendor ID: 214-901			Amendment # (for amendments only):			
TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.						
<b>Center 1</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>	
	La Grulla High School 4443 Old Military Rd Rio Grande City, TX 78582		<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 type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	214901102				
	Cost per student	\$983.10				
	"Regular" student target (to be served 45 days or more annually):	190	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
<b>Center 2</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>	
	La Grulla Middle School FM 2360 Grulla, TX 78548		<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 type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	214901041				
	Cost per student	\$983.10				
	"Regular" student target (to be served 45 days or more annually):	190	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
<b>Center 3</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>	
	Ringgold Middle School 144 FM 3167 Rio Grande City, TX 78582		<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 type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	214901042				
	Cost per student	\$983.10				
	"Regular" student target (to be served 45 days or more annually):	190	Parent/legal guardian target (in proportion with student target):		46	
		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: 214-901      Amendment # (for amendments only):

<b>Center 4</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>	
	Veterans Middle School 2700 W Eisenhowerst Rio Grande City, TX 78582		<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 checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	214901044				
	<b>Cost per student</b>	\$983.10				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	190	<b>Parent/legal guardian target (in proportion with student target):</b>	46		
		<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 5</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 6</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: 214-901			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>			
			<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			
	9-digit campus ID number:							
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (In proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
Estimated transportation time								
<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			
	9-digit campus ID number:							
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (In proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
Estimated transportation time								
<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			
	9-digit campus ID number:							
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (In proportion with student target):			
			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: 214-901			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>"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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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>	
<b>County-district number or vendor ID:</b> 214-901	<b>Amendment # (for amendments only):</b>
<b>TEA Program Requirement 2:</b> Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>	
<p><b>Recruitment</b></p> <p>One of the key components of this program is that the Project Director on a semester basis goes to the student and parent population that is being served and collects surveys to see what curriculum and/or program are of interest to them. Based on the information collected from the students themselves then the ACE program assigns classes and activities based on the demand. This has allowed for all classes to have high numbers and it also involves the students in the operation of the program. There will also be special efforts to ensure that students and adult family members who are recruited are able to attend a minimum of 45 days and to meet the student and parent goals established in the Center Detail section of this application.</p> <p>The project will make every effort to recruit these individuals by distributing flyers to children to take to their parents notifying them of the expanded learning opportunities available. Flyers will be posted at doctor's offices, churches, local post office, businesses, and local community organizations. The Project Director and the Site Coordinators will meet with the principal and teachers of each school to explain the project and request their assistance in encouraging parents to enroll their at-risk children in need of these services. The principals will send an introductory letter to the parents/guardian of each student. School staff will contact parents of eligible students to encourage them to enroll their children in the project.</p> <p>A completed registration form will include a parental signature which:</p> <ul style="list-style-type: none"> <li>• Gives the student permission to participate;</li> <li>• Documents the parent(s)' commitment to ensure their child attends the after-school sessions;</li> <li>• Gives the authorization to track test scores, grades, absenteeism records and disciplinary logs;</li> <li>• Documents the parent(s) commitment to participating in the family literacy and educational activities; and</li> <li>• Indicates if parent(s) would like to volunteer during the after-school sessions.</li> </ul> <p>The district will provide the following innovative and 21<sup>st</sup> century marketing and retention strategies:</p> <ul style="list-style-type: none"> <li>• Electronic Newsletters and Marketing</li> <li>• Post Parents Notifications and Invites on 21<sup>st</sup> CCLC webpage</li> <li>• 21st CCLC Project Website Development</li> <li>• Provide student incentives and awards for attendance</li> <li>• Webinars</li> <li>• Post online student testimonials</li> <li>• Social Media</li> </ul> <p><b>Center Operations</b></p> <p>The district has developed a consistent and dependable schedule of weekly activities for each of the Community Learning Centers. Regular students and adult family members will be required to attend the project as stated in the grant application. Regular students will be required to attend 45 days or more during the school year. The district summer programming will be of six (6) consecutive weeks. Efforts will be made to coordinate activities with regular school day calendars (e.g., holidays, spring break, STAAR testing, summer break). Activities will begin August 2018 and end no later than July 2019 and will be a minimum of 45 minutes in length. Tentative hours for operation will be: Monday-Friday, 4:15 PM - 7:15 PM, with optional Saturday Family Activities from 9:00 am to 12:00 am. Summer Schedules would be held in the morning, correlating transportation services with summer school schedules.</p> <p>This recruitment and operation plan has already proven to be successful in the past implementation of Rio Grande ACE program for La Grulla High School and La Grulla Middle School. The Centers have seen great number of students and parents participating in the program.</p>	

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):
<p><b>TEA Program Requirement 3:</b> Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b></p> <p>In order that the Project outcomes and the effectiveness of the implementation process can better be understood by the participants and all other interested parties, the evaluation design that will be employed will include both process and product evaluation. The Rio Grande ACE team will use information gathered during the implementation of the process and evaluation activities to recommend modifications for improving the project. The team will use the needs assessments, projects goals and priorities, and anticipated results to determine which strategies are the most effective. In gathering the data for this evaluation process to determine the effectiveness of the program, the team will keep in mind the following questions: <b>To what extent were the activities of the project implemented as planned? How effective were the activities of the project? What is the impact of the activities of the project on the participants?</b></p> <p><b>Evaluation of Long-Term Impact on Students:</b> The Rio Grande City CISD will conduct longitudinal evaluation studies to determine the impact that Rio Grande ACE program has had on student performance. This will be done by evaluating student performance on STAAR tests for the following three years.</p> <p><b>Process Evaluation:</b> The primary goal of the process evaluation is to gather information about how successfully the strategies of the project were implemented as planned and to assess their impact on the targeted population students. The District and Campus teams will conduct the following activities to gather process evaluation information from the program participants. This information will be included in quarterly progress reports that will be submitted to TEA.</p> <ol style="list-style-type: none"> <li>1. Principal interviews- the Project Director will conduct two interviews with participating campus principals. One in November, and the other in May each year.</li> <li>2. Principal- Specialist interviews- conducted monthly between October and May of each year. Project Director will utilize information gathered and formulate quarterly reports.</li> <li>3. Observation Checklist – utilized by principals to assess staff development needs in core areas. (September of each year)</li> <li>4. Evaluation of Professional Development- after each workshop with specific company training sessions, participants will evaluate and provide feedback, identifying strengths and weaknesses.</li> <li>5. Parent Survey and Feedback – Parents will be given the opportunity to evaluate the observations and services of the project.</li> </ol> <p><b>Project Evaluation:</b> The project evaluation will focus on measuring final outcomes against the project's goals strategies, and time frames. The project manager will study the effectiveness of the selected intervention programs by evaluating the pre- and post-test data, survey results, and compiling the data. All this information will be used to evaluate and see if the program is working to meet the project goals. If goals are not being meet the ACE team will meet to see what changes need to be made in order to reach those goals and objectives.</p>	

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 214-901			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 type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 214-901			Amendment number (for amendments only):	
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
#	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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
<b>Barrier: Gang-Related Activities</b>				
#	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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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 214-901			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 checked="" 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 checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 214-901		Amendment number (for amendments only):		
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" 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"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" 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"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 214-901		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 214-901		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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 214-901		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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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: 214-901		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>  <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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