

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

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
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)	FOR TEA USE ONLY Write NOGA ID Place date stamp here.
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	<p>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:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

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Schedule #1 – General Information

Part 1: Applicant Information					
Organization name			County-District #		Amendment #
Victoria Independent School District			235902		
Vendor ID #	ESC Region #		DUNS #		
746002453	3		069468114		
Mailing address			City	State	ZIP Code
102 Profit Drive			Victoria	TX	77901
Primary Contact					
First name	M.I.	Last name		Title	
Susanne		Carroll		Assistant Superintendent	
Telephone #	Email address			FAX #	
361-788-9286	Susanne.carroll@visd.net			361-788-9643	
Secondary Contact					
First name	M.I.	Last name		Title	
Tammy		Sestak		Federal Programs Coordinator	
Telephone #	Email address			FAX #	
361-788-9194	Tammy.sestak@visd.net			361-788-9687	
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
Robert		Jaklich	Superintendent
Telephone #	Email address		FAX #
361-576-3113	Robert.jaklich@visd.net		361-788-9643
Signature (blue ink preferred)			Date signed


4/26/2018
Only the legally responsible party may sign this application.

701-18-111-019

Schedule #1—General Information

County-district number or vendor ID: 235902 Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): _____ End date (MM/DD): _____

Section 2: Applicant Organizations and the Texas Statewide Single Audit

Yes: No:

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235902

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 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 General and Fiscal Guidelines .
<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 General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification 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 Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances 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: 235902

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: 235902

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"> • 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. • A minimum of five days per week for the fall and spring terms. • 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. • 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. • Hours dedicated to program activities for adult family members will not count toward student programming.
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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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
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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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 235902

Amendment # (for amendments only):

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

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 235902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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

Schedule #4—Request for Amendment

County-district number or vendor ID: 235902

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

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 235902

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: 235902	Amendment # (for amendments only):
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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.

Victoria Independent School District (VISD), a local education agency and recipient of Title 1 funds, along with the Boys and Girls Club and several other community partners are requesting consideration from the Texas Education Agency (TEA) for funding of the VISD Ace Program, an engaging out-of-school program specifically designed to improve student academic achievement and support overall student development in an economically disadvantaged community.

Development of budget: The budget was developed in cooperation with VISD Superintendent, principals, and Community Advisory Team (CAT). Costs are based on "cost per center" formulas provided in the PRIME Blueprint for Texas ACE to ensure each center has sufficient resources to implement an efficient and effective ACE Program.

District demographics relate to goals: VISD serves **14,315** students on 27 campuses (18 elementary, 4 middle schools, 4 high schools and an alternative campus) and is located 30 miles inland from the Gulf of Mexico. District-wide **66.4%** of the students are Economically Disadvantaged and **44.1%** are At-Risk for not graduating high school (TAPR, 2016-17). In addition, Victoria has experienced an increase in family poverty over the past three years with **18%** of the population living below the poverty level due to the decrease in gas/oil production **16%** of the population of the community does not have a high school diploma and **38%** of the population are native Spanish speakers (U.S. Census, 2014).

Targeted Campuses: **3,879** students are enrolled on the campuses targeted for the ACE Program, **88% (3,417)** are minority students and **90.3% (3,504)** are Economically Disadvantaged. In addition, **43.5% (1,951)** are at-risk for not graduating high school. The 2017 Texas Academic Performance Reports (TAPR) data demonstrates that VISD student performance in STAAR for the 8 targeted campuses is below state averages in reading, math, science, and social studies. Student scores reflect that **56%, 62%, 55%, and 49%** met STAAR standards in reading, math, science, and social studies respectively, compared to the state averages of **72%, 79%, 79% and 77%** in each respective assessment.

Needs Assessment Process: During the planning phase for the Victoria ACE (VACE) Program, the district conducted comprehensive, systemic community and campus needs assessments to identify 1) specific needs of students, families and community; 2) determine the need for the after-school Centers; and 3) identify gaps in services in the community. The process was led and overseen by the Assistant Superintendent of Schools. The Community Advisory Team (CAT) consists of key district leaders (Assistant Superintendent, Director of Federal Programs, principals, educators), community members, partners and stakeholders. The assessments identified notable gaps and weaknesses related to district/campus resources and student support mechanisms that led to the design of the proposed ACE program.

Management Plan: VISD has operated similar programs and is uniquely qualified to operate and manage an education grant of this magnitude. The district has established a comprehensive management plan to ensure the program provides consistent, high-quality management. Supervised by the Assistant Superintendent of Curriculum, Instruction and Accountability, the ACE Program will employ a full-time Project Director to provide overall leadership and oversight to ensure optimal programming. Site Coordinators will be hired for each Center to coordinate and ensure high-quality project services are effectively implemented. A Family Engagement Specialist will plan, coordinate and implement culturally relevant family programming at each site. Each Center will be regularly monitored by the Project Director and Site Coordinators to ensure the program receives consistent, high-quality management.

Methods of Evaluation: Program evaluation will be conducted by an independent evaluator. Methods will include formative and summative evaluations based on processes outlined in the PRIME Blueprint for Texas ACE and will address whether or not 1) activities are being implemented as planned; 2) the project is making progress towards achieving its objectives; and 3) services are positively impacting proposed outcomes. To measure progress in defined program areas, data on TEA identified performance measures will be used to assess project implementation against each objective. Evaluation will include a comprehensive analysis of key program and participant data.

TEA and Statutory Requirements: The application completely and accurately answered all 10 of the statutory requirements. **Statutory Requirements:** VISD has completely and accurately answered the requirements in the application by conducting a thorough needs assessment of student and family needs and allowing input from members of the Community Advisory Team (CAT) to address each of the 10 statutory requirements. **TEA Requirements:** VISD has addressed the 3 TEA Program Requirements in a thorough manner. VISD has described a) center-level information for each center; b) program management, center operations, and budget plan; c) conduct grant and center-level program evaluation including how the results will be used to improve operation and quality.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 235902			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		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,243,524	\$0	\$1,243,524
Schedule #8	Professional and Contracted Services (6200)	6200	\$50,000	\$24,000	\$74,000
Schedule #9	Supplies and Materials (6300)	6300	\$118,000	\$0	\$118,000
Schedule #10	Other Operating Costs (6400)	6400	\$44,050	\$0	\$44,050
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			X Yes <input type="checkbox"/> No	
Total direct costs:			\$1,455,574	\$24,000	\$1,479,574
1.982% <u>indirect costs</u> (see note):			N/A	\$20,426	\$20,426
Grand total of budgeted costs (add all entries in each column):			\$1,455,574	\$44,426	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$75,000
This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

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

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

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

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_____	_____

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 235902		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1	Teacher		\$
2	Educational aide		\$
3	Tutor		\$
Program Management and Administration			
4	Project director (required)	1	\$65,000
5	Site coordinator (required)	8	\$416,000
6	Family engagement specialist (required)	1	\$40,000
7	Secretary/administrative assistant	1	\$20,000
8	Data entry clerk		\$
9	Grant accountant/bookkeeper		\$
10	Evaluator/evaluation specialist		\$
Auxiliary			
11	Counselor		\$
12	Social worker		\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13	ESC specialist/consultant		\$
14	ESC coordinator/manager/supervisor		\$
15	ESC support staff		\$
16	ESC other		\$
17	ESC other		\$
18	ESC other		\$
Other Employee Positions			
19	Title		\$
20	Title		\$
21	Title		\$
22	Subtotal employee costs:		\$541,000
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay	\$0
24	6119	Professional staff extra-duty pay	\$415,200
25	6121	Support staff extra-duty pay	\$136,000
26	6140	Employee benefits	\$151,324
27	Subtotal substitute, extra-duty, benefits costs		\$702,524
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1, 243,524

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 235902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator for 8 centers @ \$3,000 per center	\$24,000
2	Experts in the fields of recreation, arts, music, dance, technology & other student-decided enrichment programs	\$50,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$74,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$74,000

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 #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$118,000
Grand total:		\$118,000

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$44,050
Grand total:		\$44,050

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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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 235902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

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

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Schedule #14—Management Plan

County-district number or vendor ID: 235902 Amendment # (for amendments only):

Part 1: Staff Qualifications. 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	Master's in education or related field is preferred. A least five year's experience in an educational and/ or social work setting with supervisory experience of small to medium teams; experience in fiscal/budget management, data reporting, and management information systems; and evaluation; ability to communicate in native language(s) of program recipients
2.	Site Coordinator(s)	Bachelors in education or related field required; ability to maintain positive working relationships with public and frontline staff; strong organization and time management skills; excellent written and verbal communication skills; ability to communicate in native language(s) of program recipients preferred. 3 years teaching experience or working with youth required.
3.	Family Engagement Specialist	Bachelor's Degree in education or related field; Strong communication, public relations and interpersonal skills; familiar with the community/support agencies; adaptable to the needs of the families; work flexible hours; 3 year's experience working in an education, social service, or family support setting with families that have diverse cultures and economic backgrounds and effective parenting techniques; Ability to communicate in native language(s) of program recipients preferred.

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student academic performance by providing academic supports	1. Coordinate ACE academic supports with teachers	08/01/2018	08/15/2018
		2. ACE academic lessons and supports finalized	08/15/2018	09/03/2018
		3. At-risk students identified	08/16/2018	09/03/2018
		4. Individual Education Plans created for all students	09/06/2018	10/01/2018
		5. Students receive tutoring/homework support	09/06/2018	07/12/2019
2.	Improve student attendance by engaging students and parents in programming	1. Implement extensive ACE marketing/outreach plan	08/01/2018	09/03/2018
		2. Finalize engaging enrichment programming	08/15/2018	09/03/2018
		3. Students engaged in enrichment programming	09/06/2018	07/12/2019
		4. Parent University established and meets regularly	10/01/2018	07/31/2019
		5. Saturday Academies/parenting involvement begins	09/10/2018	05/08/2019
3.	Improve student behavior by engaging students and parents in programming	1. Social-emotional learning promoting healthy choices	09/06/2018	07/21/2019
		2. Training to increase parental school involvement	09/10/2018	05/28/2019
		3. Parent and youth communication skills training	09/10/2018	05/28/2019
		4. Parent University provides parent training	09/10/2018	05/28/2019
		5. Strong Fathers/Strong Families support provided	09/10/2018	05/28/2019
4.	Improve student promotion rates by providing academic support	1. Targeted evidence-based academic literacy support	09/06/2018	07/21/2019
		2. STAAR-aligned tutoring and test preparation	09/06/2019	07/21/2019
		3. Enrichment activities that compliment school work	09/06/2018	07/21/2019
		4. College and career awareness activities provided	09/06/2018	07/21/2019
		5. Professional development for teachers	09/06/2018	07/21/2019
5.	Improve student graduation rates through college-career readiness	1. Serve students most in need of academic support	09/06/2018	07/21/2019
		2. Student receive targeted instruction/tutoring	09/06/2018	07/21/2019
		3. Student receive standardized test preparation	09/06/2018	07/21/2019
		4. Career exploration and college preparation activities	09/06/2018	07/21/2019
		5. Introduction to college & careers through college visits	09/10/2018	05/28/2019

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235902

Amendment # (for amendments only):

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

Evaluation of community needs and resources: The Community Advisory Team (CAT) conducted a comprehensive community and campus needs assessments during the planning stages of the ACE Program to identify the specific needs of students, families, and the community as well as to identify campuses most in need of out-of-school time services. Several data sets including campus level data, student level deficiencies, and student and parent voice were compiled and reviewed. Assessments conducted at each proposed campus identified multiple available resources to support the Ace program including the use of all facilities, classrooms and administrative services at no-cost to the program. With the exception of requested items in the budget narrative, VISD will provide resources such as computer labs, libraries, gymnasiums, security and janitorial service, classroom technology, calculators, lab supplies, software, textbooks, etc. **Identified needs and resources:** The assessment process identified notable gaps and weaknesses at the 8 targeted campuses in academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates (secondary school only) and led to the design of the proposed VACE Program. The 2017 TAPR (TEA) District Reports for ALL campuses revealed that VISD serves 14,315 students (PreK-12th grade) on 26 campuses. As demonstrated in the table below, student populations for the **8 target schools** consist of: **88% (3,417)** minority students (Hispanic/African American); **85.7% (3,325)** low-income, and **50.02 (1,951)** at-risk students. Targeted campuses significantly exceed the **40%** economically disadvantaged status (TEA, TAPR, 2017). Compounding issues, **16%** of the residents do not have a high school diploma while **18%** of the families fall below the poverty level (US Census, 2014). Research indicates that children who reside in low-income, under-educated homes are at a tremendous disadvantage economically due to the family's focus on survival rather than academic success (NCES, 2016).

Target VISD Schools	# Students	# Minority - Hispanic	# Low-Income	# At-Risk
Shields Elementary	455	392	395	204
Crain Elementary	385	378	329	194
Dudley Elementary	520	456	436	208
O'Connor Elementary	384	346	325	111
Smith Elementary	580	460	450	356
F.W. Gross Elementary	316	268	290	141
Hopkins Elementary	495	451	469	282
Stroman Middle School	744	666	631	455
Total	3,879	3,417	3,325	1,951

Students at the targeted elementary VACE Program campuses scored **56.7%** in reading and **55.9%** in math which are below the state averages (**72%** in reading; **79%** in math). At the middle school campus (6-8 grades), **61%** of the students passed reading, **56%** passed math, **67%** passed science. Again, these scores fell short of the state averages (**75%** in reading, **72%** in math, **72%** in science). In fact, students enrolled in the targeted campuses scored below the state average in all STAAR assessments. **How VISD ACE Program will address identified needs:** VISD used a strategy formulation process to ensure that the most appropriate strategies and program services would address and remedy the needs of students and families. The planning process included a "needs inventory" conducted by surveying campuses to identify current and existing out-of-school services as well as gaps in services. Once gaps in services were identified, educators, parents, students, and key partners initiated a planning process to design the most effective and appropriate out-of-school program to remedy the identified at-risk factors. To address the needs of working families, parent engagement activities will be offered during the VACE Program Academies one night each month beginning upon commencement of the program. The Family Engagement Specialist (FES) will closely evaluate parent surveys and feedback from parents to ensure that programming topics, times, and locations are effectively meeting the needs of working families. The FES will work with the Project Director, Site Coordinators, and Partners to develop a systematic plan to gather ongoing information about family needs throughout the year to ensure that the program activities continuously respond to ACE working families' needs.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 235902	Amendment # (for amendments only):
<p>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. <i>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.</i></p>	
<p><input checked="" type="checkbox"/> This applicant is part of a planned partnership. <input type="checkbox"/> This applicant is unable to partner.</p>	
<p>To accomplish the ambitious goals and objectives of the Victoria ISD ACE Program and achieve all Statutory and TEA Program Requirements VISD has solicited and received commitments of participation from several key community partners. However, the core partner, The Boys and Girls Club is able to share almost 50 years of experience, resources and tools. The Boys and Girls Club has participated in the district and community needs assessment process for the VACE Program and has attended planning meetings with VISD staff during the organization of the VACE Program.</p> <p>The Boys and Girls Club's proposal and agreement is designed to specifically meet the identified needs of students and families. The Boys and Girls Club will partner with VISD to implement the VACE program on the targeted secondary campus-Stroman Middle School. The Boys and Girls Club has vast experience in programs for at-risk youth. The comprehensive evidence-based programs offered by the Boys and Girls Club are responsive to student, staff, and community needs and includes activities that enhance academic success, provide leadership, character development, career readiness, and opportunities for students to express and improve themselves in areas such as the arts and STEM-related activities. The club has a significant data base of practices and resources that have proven effective. Of special interest are programs that address identified needs of VISD secondary students such as 1) dropout prevention; 2) credit accrual; 3) course completion. The Boys and Girls Club will offer academic programs which have a significant positive resource base such as: Enhanced STEM/Club Tech, Brainstormer Literacy Intervention, I Heart Arts, and BE GREAT – Graduate dropout prevention. In addition, the Boys and Girls Club will involve VACE students in the following programs:</p> <p>1) Power Hour: Making Minutes Count which helps students Power Hour: Making Minutes Count helps students achieve academic success by providing homework support, tutoring and technology-engaged activities. The program provides VACE students assistance, resources and guidance in a safe place and under the supervision of qualified tutors. This program will encourage students to develop a daily habit of completing homework and studying, in a dedicated space with adults support. 2) ImageMakers will help VACE students learn the art and science of photography through multiple categories such as culture and tradition, portraits, nature and surrounds, fashion and style, and editing and filter. Photographs will be displayed at local and regional exhibits. 3) CyberSafety, cyberbullying awareness and prevention program, will provide VACE student with the knowledge and skills necessary to create and promote a civil, safe online culture. 4) Money Matters will promote financial responsibility and independence for VACE students by teaching them to manage a checking account, create a budget, save and invest, start small businesses and pay for college. 5) DramaMatters is a drama education program for VACE students that will encourage them to engage in hands-on activities and is proven to build self-confidence, sparks creativity and boosts academic achievement (2016 National Outcomes Report: <i>Measuring the Impact of Boys and Girls Clubs</i>). 6) Triple Play is a comprehensive health and wellness program for VACE students that strives to improve the overall health of students by increasing daily physical activity teaching them about good nutrition and helping them develop healthy relationships. 7) diplomas2Degrees (d2D), a college readiness program, will provide a range of services to guide VACE students as they work toward high school graduation and prepare for post-secondary education and career success.</p> <p>VACE Elementary centers will partner with a variety of partners including the Children's Discovery Museum, YMCA youth sports programs, as well as the Texas Zoo and the University of Houston Victoria sports teams.</p>	

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

County-district number or vendor ID: 235902

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.**

The ACE Blueprint with years of research in effective after school programs, served as a model for VACE Program. **Academic performance** will be achieved via a multi-tiered intervention system utilizing Strategic Tutoring Strategies. All students will be provided with homework assistance and study skills using current homework assignments. Targeted students will be provided with tutors who are subject matter experts; Site Coordinators will help coordinate instruction between the students' campus teachers, tutors and parents. For identified students, the Project Director (PD) and Site Coordinator (SC) will develop a support system that allows for each student's progress to be reviewed by a *System of Support (SOS) Team* (composed of Center staff, teachers, administrators and content experts) who will make recommendations for individual interventions for students based on their benchmark testing, previous standardized STAAR tests, iStation, and universal screening assessments. VACE teachers will document skills that students need to work on to be successful with these assignments, and will tutor students individually on these missing skills. Each SC will communicate with regular classroom teachers on a weekly basis to discuss students' progress, make changes in the student's after school plan, and set new goals for the student. The VACE Program will give students a chance to apply the skills that have been taught in the regular classroom and "fine tune" the skills needed to carry out project-based lessons. The VACE Program will provide extra academic assistance and support in the form of tutoring and homework assistance for students struggling in the core subject areas. **Attendance:** SCs will work with each student and their parents to develop an individual attendance plan. The SC will follow up with students and parents when a student misses more than two consecutive days of school and/or afterschool attendance. Students (grades 3-8) were surveyed and ask to list activities that would make them "most likely" to attend the program on a sustained basis. Using that information, Centers will 1) provide instructional staff that are familiar faces to the students for comfort, promote continuity, and provide a sense of security for both the students and their parents; 2) provide exciting, fun, and engaging learning enrichment activities in abundant variety to allow for student choice; 3) offer enrichment activities correlated to TEKS to strengthen creative expression, critical thinking and problem solving skills; 4) students will participate in unique educational field trips as well as physical fitness activities, fine arts, and foundation curriculum; 5) after school project-based classes with real-world connections will enable students to use multiple skills. These hands-on projects will ask students to reflect on what they have observed and draw conclusions; 6) technology will be used for research skills as well as to increase students' communication skills. **Discipline Referrals:** VISD uses Positive Behavior Intervention and Support (PBIS) as a discipline framework. The SC will work with the campus PBIS teams to align behavioral strategies with those used during the school day for consistency. Training for ACE Program staff in Safe and Civil Classroom Management and Conscious Discipline will be available. Excellent behavior will be recognized at Awards Ceremonies throughout the year with families invited. Multiple family events and parent/child activities will be offered encouraging positive behavior. Small group counseling will be available to increase well-being and reduce referrals. It is believed that giving students choices/voices in activities offered will increase active participation thereby reducing discipline incidences. **Grade Promotion Advancement:** The PD and SC will work with campus and district staff to target students who are most at risk of not advancing to the next grade level. Increased availability of academic help through the ACE Program will increase grade promotion rates. VACE Program strategies will emphasize student advocacy and goal setting to motivate students to complete school. Students will have a voice in program offerings giving students ownership and instilling a sense of pride. **High school graduation rates/career competencies:** SC will identify at-risk students and provide them with an after-school mentor. Community volunteers will also be available to serve as mentors. SCs and counselors will assist students in identifying future expectations they have and point them in the direction to fulfill their expectations. Secondary students will be given access to online credit recovery, college preparation, and career exploration opportunities. Increasing knowledge regarding the benefits of college and career preparation will be the focus of the VACE Program's graduation initiative. Furthermore, the Family Engagement Specialist will work with each VACE Center to increase parental involvement which will contribute to improved academic achievement and student success (Harvard Research Study, 2016). College and career activities such as family career nights, college visits, scholarship and financial applications will be held. Students at all grade levels will participate in college/workforce readiness and awareness activities. College partnerships will assist students in discovering careers through a program entitled "Your Future is Wide Open" which will introduce students to career assessment programs with facts about more than 500 specific careers. College and Career activities will be integrated with each enrichment activity

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

County-district number or vendor ID: 235902

Amendment # (for amendments only):

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

Weekday before and after school academic instruction: VISD has planned the proposed VACE Program using evidence-based practices. The “What Works Clearinghouse” website was reviewed often and research studies cited on this website were consulted when considering programs to be offered in the after-school program. The Girls and Boys Club will partner with VISD to implement the ACE Programs at Stroman Middle School. The Boys and Girls Club has over 50 years of experience in programs for at-risk youth. They have a significant data base of practices and resources that have proven effective. Of special interest are programs that address drop-out prevention, credit accrual and course completion. Academic programs that have shown positive results are Enhanced STEM/Club Tech, Brainstormer Literacy Intervention, and Graduate Dropout Prevention. The VACE Program will promote healthy lifestyles both physically and emotionally through the Coordinated Approach to Child Health (CATCH), which has over 100 peer-reviewed studies proving that it reduces childhood obesity. Other programs to be implemented are Passport to Manhood and Skills Mastery and Resistance Training (S.M.A.R.T.). Another source of research-based information used in planning the VACE Program is the *ACE Blueprint for Cycle 10*. This Blueprint uses state, regional, and national networks and resources and strategies for identifying best practices. Post-secondary and workforce preparation best practices were obtained through such reports as “*Review Protocol for Studies of Interventions to Support the Transition to College*,” Version 3.1 from the “What Works Clearinghouse website. This review focuses on interventions for middle, high and postsecondary students that aim to promote successful transitions into postsecondary education with a primary focus on increasing postsecondary enrollment and retaining students in postsecondary institutions once enrolled. Collaborative Learning methods have a strong research based as outlined in the work *Powerful Learning: What We Know About Teaching for Understanding* (Linda Darling-Hammond, 2010). Elements of Collaborative Learning are essential in the ACE Program: positive interdependence; individual processing; social interaction; and group processing (Johnson, 2015). Furthermore, research supports that students who participate in targeted and structured after-school academic programs demonstrate an increased knowledge in core academic competencies and performance (*After School Programs in 21st Century: Their Potential and What It Takes to Achieve It*; Little, Wimer, Weiss, 2016). The hours after school, between 3 p.m. and 6 p.m., offer opportunities for juvenile crime and other risky behaviors such as drug and alcohol use. Research and evaluation studies have shown that participation in afterschool programs have a positive impact on juvenile crime and help reduce pregnancies and drug use (Goldschmidt, Huang, & Chinen, 2007; Philliber, Kaye, & Herrling, 2001; Philliber, Kaye, Herrling, & West, 2002). Several studies have demonstrated that students who participate in after-school programs achieve higher grades and higher standardized test scores than students who do not participate in after school programs (Shernoff, D., 2016). The ACE Program has been specifically designed to utilize this research evidence and best practices to provide educational and enrichment activities that complement and enhance academic performance, achievement, college readiness, workforce preparation and positive youth development of participating students. To ensure students are mastering TEKS and STAAR/EOC concepts and skills, the ACE Program compliments daily learning and academic instruction with targeted extended day learning opportunities both before and after school. All 8 VACE centers will offer after school learning supports and intervention activities for students three hours Monday- Thursday and one hour on Friday mornings. Tutoring and hands-on learning activities will be designed to support students in 1) increasing proficiencies in core academic subjects; 2) meeting state and local academic achievement standards; 3) ultimately graduate college and be career ready. **Parent Academies:** Evidenced-based research and studies further indicate that increased parent involvement has a positive impact on the students’ development and mastery of basic skills needed for future success in school. Research demonstrates that students with higher parental involvement in their academic careers, overall demonstrate significant higher grade point averages and master of basic skills (Topper, D., et al, 2011). Utilizing this research, the VACE Program incorporates Parent Academies once a month from October to April. These Academies will provide opportunities for parents and students to come together to participate in engaging learning activities; provide parents insight into what their child is learning in school; allow parents to increase involvement in their child’s learning and gain skills to effectively support student learning at home. **Summer Learning Institute:** Supported by evidence which demonstrates that summers spent without learning significantly contributes to the underachievement of students (Smink, J. 2014), the VACE Program will host a 6-week Summer Learning Institute. The Institute will focus on STEM fields and the Institute will utilize methods of effective/promising programs (experimental learning techniques, field-based instruction).

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

County-district number or vendor ID: 235902	Amendment # (for amendments only):
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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.**

Improving student individual achievement and campus achievement at the VACE Centers will be done by initially selecting students that are the “most in need” of assistance. Once these students are identified, the Project Director and Site Coordinator will develop a support system that allows for each student’s progress to be reviewed by a *System of Support (SOS) Team* (composed of Center staff, teachers, administrators and content experts) who makes recommendations for individual interventions for students based on their benchmark testing, previous standardized STAAR tests, TPRI results, and universal screening assessments. These students will be grouped during homework and tutorials with grade level peers and teachers so they can focus on grade level assignments. The teachers in the program will have documentation of the skills that these students need to work on to be successful with these assignments, and will tutor students individually on these missing skills. Each Site Coordinator will communicate with the regular classroom teachers on a weekly basis to discuss these students’ progress, make changes in the student’s after school plan, and set new goals for the student. The VACE Program will give students a chance to apply the skills that have been taught in the regular classroom and “fine tune” the skills needed to carry out project-based lessons. The Program will provide extra academic assistance and support in the form of tutoring and homework assistance for students struggling in the core subject areas. By participating in this project-based learning component of the program, students will gain technology skills, improve communication skills, and increase collaboration skills. By working in groups students will develop a plan of action that will include collecting background research, implementing a plan using the scientific method, communicating with mentors, creating presentations and compiling a digital notebook according to specified guidelines. All activities will be age-appropriate. The overarching goal of the VACE Program is to provide an accessible programming for students, families, educators and the community which will improve the following outcomes for students: 1) Academic performance; 2) Attendance; 3) Positive behavior; 4) Grade promotion rates; 5) Graduation rates. The VACE Program and the partners will provide a comprehensive Program that will allow each student to participate in activities that best suit their needs for improving academic achievement and having success. A balance will be sought between “extended learning” and enriched learning”. Extended learning will be tightly aligned with the school day in the form of targeted tutoring and homework assistance provided by highly qualified tutors and off-duty certified teachers. Extended learning will be flexibly aligned with the school day and take many forms including project-based learning and hands-on experimental activities. Activities to improve student achievement levels will include accelerated education activities and age and developmentally appropriate academic enrichment learning programs to support students to improve academic achievement through: 1) Project based enrichment activities; 2) Tutoring and homework assistance; 3) Targeted literacy strategies; 4) Numeracy \Study skills development; 5) STAAR test preparation. This approach will rely upon innovative teaching strategies as well as technology-based, hands-on activities aligned with students’ interests. Students needing additional assistance will receive individual or small group tutoring that will be directly aligned with classroom instruction. Extra time for academics will be balanced with a variety of engaging and structured co-curricular activities that promote youth development, supports improved academic performance, and compliments the regular academic program such as: 1) youth leadership and character development; 2) arts programming (music, dance, theatre, educational field trips; 3) career exploration and workforce preparation (middle/high school; 4) STEM project-based learning; 6) social emotional learning opportunities (drug and violence prevention programs, bullying prevention). Each center will have autonomy to implement strategies aligned with their respective Campus Improvement Plan and will utilize its individual campus needs assessment and students’ academic data to implement academic and enrichment programs that improves student behavior and effectively increases student performance and overall success.

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

County-district number or vendor ID: 235902	Amendment # (for amendments only):
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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 VACE Program will use multiple media tools to communicate with students, teachers, parents and the community. The VACE Program Director, Site Coordinators, Family Engagement Specialists and all key partners will be devoted to the outreach and marketing efforts to ensure local residents are fully aware of community learning centers, educational opportunities, locations, schedules and campus contacts. VACE Program staff will work closely with participating school administrators and staff at each center/campus , key partners, local community and faith-based organizations and other youth-serving entities to disseminate program information and implement an extensive marketing/community outreach initiative which will include: 1) promoting the VACE Program by utilizing the district’s and key partners’ websites and social media pages (Facebook, Twitter); 2) creating and distributing informational flyers, brochures, and district newsletters (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community; 3) distribute flyers and posting of large informational signs throughout local neighborhoods and communities; 4) public service announcements and press releases; 5) posting of information in local newspapers; 6) announcements and presentations at new student/parent orientation, monthly/quarterly district, campus and parent meetings. To ensure that all outreach efforts are understandable, accessible, and transparent, marketing information will be available in both English and Spanish.

This extensive outreach campaign will commence immediately upon award of the grant project. Site Coordinators will play a critical role in community-wide dissemination of information and in student recruitment efforts by making presentations at various school events and functions including PTA meetings and Parent University meetings, Back to School Nights, student assemblies, in-school announcements and all staff meetings. Site Coordinators will also set up informational displays at participating campuses, local community events, recreation centers, and community organizations.

Upon program commencement, the program will regularly communicate program information through: 1) district website and monthly e-newsletters - a website will offer a link to each campus/center to view a monthly newsletter; 2) campus marquees will advertise the VACE Project; 3) each campus has a Blackboard phone system that will call parents and students and update them on the VACE Program; 4) quarterly newsletters distributed to community all ACE Program students/parent; 5) the Project Director will give quarterly reports to the Superintendent and Board of Trustees detailing program progress.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 235902	Amendment # (for amendments only):
Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p><u>How Students Will Travel Safely To/From the Center and Home:</u> Each of the centers will provide transportation to and from the centers at no cost to students' families. Students participants will attend the VACE programming at their respective home campuses; therefore, there is no required travel to the center at the end of the regular school day. Students will be escorted by the regular classroom teachers to their designated VACE Program area at the end of the regular school day and once the VACE program is over students will be escorted by VACE staff to the bus pick-up area for their bus ride home. Parents or their designee (signature on file) may pick up the student at any time during the after school/summers hours.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 235902	Amendment # (for amendments only):
<p>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.</p> <p>The VACE Program is eager to enlist the support of volunteers of all ages to engage student participants in ongoing learning and enrichment activities and incorporate senior citizens in a peer education volunteer model. This model includes the establishment of a <u>Parent University</u> which will include trained and qualified parents, grandparents and senior citizens to be effective volunteers in after-school, weekend and summer activities with both students and parents. 7.6% of children in Texas (The Brookdale Foundation Report, 2017) are raised by their grandparents. As a result, grandparents have valuable input and feedback regarding their grandchild's education. Research indicates that older adults are proving to be effective tutors and mentors and that senior individuals demonstrates key factors needed to make a difference in the lives of students including patience, taking the time to listen to children, and the capacity to be responsible and show up to events consistently (United Way, 2016). The VACE Program will readily welcome and solicit the volunteer support of senior individuals. The VACE Program and <u>Parent University</u> will train qualified senior individuals to be effective volunteers. The ACE Site Coordinator will match senior interests and abilities with VACE students for after school and summer activities. VISD and partners will recruit senior volunteers from a wide range of organizations such as the Victoria Senior Citizen Center, Retired Teachers and local churches. Senior volunteers will be trained in evidenced-based after school support strategies. Activities for seniors may include: 1) student tutoring/homework assistance; 2) storytelling and reading support; 3) student writing projects; 4) arts and recreational activities; 5) coordination of enrichment activities, family engagement events; 6) STEM Summer Learning Institute. Senior volunteers may serve as chaperons during field trips and may assist the Site Coordinator in the transition of students from school to the VACE Program during after school hours.</p> <p>Students from the University of Houston at Victoria who are considering a career in education will also serve as volunteers in the VACE Program.</p> <p><u>All volunteers must pass a criminal background check prior to working with students.</u></p>	

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

County-district number or vendor ID: 235902	Amendment # (for amendments only):
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Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

VISD and the partners are committed to and confident of sustaining the VACE program once the grant period has passed. Since the fall 2017, the Community Advisory Team (CAT) has discussed all aspects of the 21st CCLC Program and much time and discussion has been given to sustaining the programs after funding ends. The CAT studied the research done by The Finance Group (2016) and examined interviews with 22 current and former 21st CCLC grantees that have had success with sustainability. Although no state data exists, this study noted that 100% of the programs have sustained programming with more limited funds but the same scope and quality. **Preliminary plan for how the community learning center will continue after funding under this grant ends:** VISD understands the importance of sustaining effective and much needed academic and enrichment programs particularly when the program directly affects the success and futures of at-risk and economically disadvantaged children and families. VACE Program has the endorsement and support of the district's top leadership, including the Board of Trustees. The district is committed to sustaining the VACE Program after funding ends as evidenced by a written letter of support for sustainability signed by the Board of Trustees (see attachment – 5 Priority Points). Plans of sustainability of the VACE Program will be an ongoing focus of the Community Advisory Team (CAT). In addition to providing overall program and operation direction, the CAT is charged with developing a realistic sustainability plan for the VACE Program. The first recommendation of the CAT was to place the program in a division under which it could access resources from similar programs which would establish a strong organizational base for the program. VISD placed the VACE Program at the district office under the Assistant Superintendent of Curriculum, Instruction and Accountability where it will have access to an array of resources and student programs available within the Assistant Superintendent's oversight of federal and state programs. All resources will supplement, not supplant local, state, or federal expenditures or activities. VISD and the partners ensure that the needs of the community are driving this program and that the community is aware of the unique and worthwhile services the VACE Program is providing. **Sustainability plan:** During Year 1, the CAT will undertake an ongoing assessment of the community's local resources to identify and establish collaborative relationship with community partners (banks, businesses, community organizations) with the potential to support VACE programming through a variety of means. The VACE PD and CAT representatives will meet with the local bank to solicit future financial assistance, grant support, or volunteers to assist with workshops such as adult financial literacy, financing a college education, etc. Local businesses and community organizations will also be called upon to provide real-world learning opportunities that teach students new skills, civic responsibility and social consciousness through both project-based and community-based service learning projects. The CAT Sustainability Plan will use the following strategies: 1) establish a collaborative relationship with community partners and the Chamber of Commerce to support programming; 2) immediately after award is announced, the CAT will begin efforts to research and identify additional corporate, foundation, and government grant funding opportunities to sustain program activities; 3) VISD staff will collaborate through various media outlets to attract potential funders; 4) the VACE Program will host philanthropic engagement events such as open houses to showcase the program and solicit feedback future funding from individual, corporate, and foundation donors; VACE Program will turn to current partners for in-kind services to support ongoing activities. A timeline for the sustainability plan follows:

Timeline	Sustainability Activity
Sept. 2018	Promote TX 21 st CCLC award through various media outlets
Sept. 2018 – Aug 2019	Establish collaborative relationships with community partners
Dec 2018 - Aug 2019	Research, identify, and apply for external grants focusing on after school programs
Sept 2018 – Aug 2019	Work with partners to create marketing and fundraising events
Sept 2018 – Aug 2019	Host philanthropic events and fundraising events
Sept 2018 – Aug 2019	Work with partners to pool resources that will sustain ACE Program

In addition, VISD will concentrate on making the VACE Program truly collaborative; 2) leverage funding from local district budgets, Title I, State Comp funds, and local foundations; 3) prove and document the quality of the program so information will be available when seeking support beyond the grant period; 4) seek out "Champions" who are leaders in the community that will serve as a champion for the program by raising public awareness and leverage new sources of funding; 5) celebrate successes of the program and have these successes publicized across all centers.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 235902	Amendment # (for amendments only):
<p>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.</p> <p>Coordination with federal, state, and local programs: VISD is committed to ensuring the effective and efficient coordination of the VACE Program with schoolwide programs under ESEA Section 1114, which states, in general, that a local education agency may consolidate and use funds under this part, together with other federal, state, and local funds in order to upgrade the entire educational program at a school that services an eligible school attendance areas in which not less than 40 percent of the students enrolled in the school are from low-income families. All of the targeted elementary campuses are Title 1 Schoolwide Programs and are currently receiving Title 1 Part A funds which are used to provide supplemental personnel, programs and materials for academic intervention. The ACE Program will enable the district to enhance current intervention programs by extending academic help for at-risk students in the before and after school hours as well as provide an array of motivational and enrichment opportunities to engage hard-to-reach students and keep them involved in school activities. This will increase self-esteem, positive social interaction, and contributing to the ACE Program goals of increased academic performance, increased attendance, and promotional and completion rates. With over 75% of their students qualifying as economically disadvantaged, Stroman Middle School is eligible for Title 1 Part A funds. However, their supplemental support services are currently funded through local and state funding sources such as State Compensatory Education funds.</p> <p>State Compensatory Education funds and Title 1 funds will be coordinated with grant funds to provide extra duty for the after school hour activities related to the academic and parent support services for students. State Compensatory funds are used primarily to provide academic intervention personnel, programs and materials at each campus. The elementary level support includes the Pre-K paraprofessional employees and 50% of the Pre-K teachers, instructional paraprofessionals to provide math and reading intervention, intervention materials, and instructional software. At the secondary level SCE funds support all Saturday tutorials, Power Math, Power Reading, intervention materials, STAAR Interventions for at-risk students, summer school, Destiny transition activities for at-risk students from 5th to 6th and 8th to 9th, STAAR camps for students who have not been successful, and 5th and 8th SSI services and additional retired teachers to assist with individual assistance with Reading and math.</p> <p>Supplemental services may include, but are not limited to tutorials, computer-assisted instruction, STAAR remediation, goal-setting sessions, study skill sessions, information meetings for parents and individualized instruction. Any program activities required by state law, SBOE rules or local board policies will not be paid with the requested grant funds and nor will state or local funds be decreased or diverted for any other uses because of the availability of these grant funds. Victoria ISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. Each campus will provide in-kind support by hosting the center at their respective facilities</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235902 Amendment # (for amendments only):

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

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Crain Elementary School 2706 N. Azalea Street Victoria, TX 77901		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	235902106				
	Cost per student	\$879.70				
	"Regular" student target (to be served 45 days or more annually):	100	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						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Dudley Elementary School 3307 Callis Street Victoria, TX 77901		<input checked="" 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 checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	235902102				
	Cost per student	\$879.70				
	"Regular" student target (to be served 45 days or more annually):	100	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						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	F.W. Gross 12084 Navarro Street Victoria, TX 77901		<input checked="" 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 checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	235902103				
	Cost per student	\$998.00				
	"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):		35	
		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:		Amendment # (for amendments only):				
Center 4	Name and physical address of center site:	The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Hopkins Elementary School 110 Hopkins Street Victoria, TX 77901	<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 checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:	235902105				
	Cost per student	\$879.70				
	"Regular" student target (to be served 45 days or more annually):	100	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						
Center 5	Name and physical address of center site:	The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	O'Connor Elementary School 3402 Bobolink Street Victoria, TX 77901	<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 checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:	235902108				
	Cost per student	\$998.00				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):	35		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:	The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Shields Elementary School 3400 Bluebonnet Street Victoria, TX 77901	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:	235902111				
	Cost per student	\$879.70				
	"Regular" student target (to be served 45 days or more annually):	100	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						

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

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Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Smith Elementary School 2901 Erwin Avenue Victoria, TX 77901		<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 checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number: 235902112		Cost per student: \$879.70					
"Regular" student target (to be served 45 days or more annually): 100		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							
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Stroman Middle School 3002 East North Street Victoria, TX 77901		<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 checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number: 235902041		Cost per student: \$994.85					
"Regular" student target (to be served 45 days or more annually): 175		Parent/legal guardian target (in proportion with student target): 100					
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<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"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number:		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: 235902

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):			
			<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: 235902 | Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Proposed management: VISD, as the fiscal agent, has the sole responsibility of administering and managing the Texas 21st CCLC grant and is well adapt at managing large educational programs, coordinating service delivery and adhering to to federal and state requirements while managing ensuring and providing high-quality programming for students. VISD has established a comprehensive management plan that includes all the necessary management elements and control functions to ensure an effective and efficiently program including on-going planning, financial accountability, communications, reporting, information management, human resources, resource allocation, evaluation and continuous improvement mechanisms. These functions will ensure delivery of accessible, quality, coordinated, age-appropriate, and culturally relevant instructional services to participants. **Management Staff:** Supervised by the Assistant Superintendent, the VACE Program will hire a full-time Project Director (PD) to provide the overall leadership and oversight to ensure high-quality programming for the participants of the program. Site Coordinators (SC) at each Center will be hired to coordinate and ensure high-quality project services are being implemented effectively. Each Site Coordinator will be responsible for supervising all phases of the program at their respective center. A full-time Family Engagement Specialist (FES) will be responsible for planning, coordinating, and implementing culturally relevant family programming at each site. Certified teachers will be hired to deliver high-quality instruction to participating students aligned to the regular classroom instruction while para-professional and tutors will be brought on board to provide additional support to students and parents. **Center operations:** The VACE Program will be hosted at 8 campuses/community learning centers throughout the district including 7 elementary schools and 1 middle school. The program will annually service a total of **800 students** in Prekindergarten – 8th grade and **200 parents**. VACE Program activities will begin September 4, 2018, and will continue through Fall 2018, Spring 2019, Summer 2019, and ongoing thereafter, resulting in **31 total weeks** of service. **Regular School Year:** The VACE Program will provide services to students Monday through Friday during the regular school year beginning September 4, 2018 and ending May 17, 2019. The program will not operate during school holidays. Friday morning tutorials at all 8 centers will be available. The elementary program will be in session for a total of 15 hours and 45 minutes each week while 6th-8th grade students will attend for 15 hours each week. Each center will be open for events on specific Fridays or Saturdays. This will allow opportunities for families to visit and engage with their students and allow for make-up hours when a school holiday falls on Monday or a bad weather day occurs. A schedule for the regular school year for the ACE Program follows:

Regular School Year Schedule (Monday – Friday)

7:00 AM – 7:45 AM (Prek- 8 th grades)	Morning tutorials
7:00 AM – 8: AM (6 th – 8 th grades)	
3:30 PM - 4:50 PM (Prek-5 th grades)	Check-in/snack, tutoring, homework assistance, literacy/numeracy development, science activities, study skills, STAAR/EOC preparation
4:00 PM- 5:00 PM (6 th -8 th grades)	
4:50 PM – 6:30 PM (Prek-5 th grades)	Social-emotional learning, project-based enrichment activities, game time, dance, arts, music, recreation/sports/fitness, leadership/civic skills, college/career awareness
5:00 PM-6:30 PM (6 th -8 th grades)	

Summer Schedule: The VACE Program will also provide an annual Summer Learning Institute for 6 weeks from June 3, 2019 to July 12, 2019. The Institute will operate Monday –Thursday for 4 hours per day-8:00 AM – 12:00 PM. Breakfast and lunch will be available for students. **Budget plan:** The CAT composed of stakeholders from the community and district developed the proposed budget based on program objectives and student services needed. Stakeholders attended a budget meeting because VISD felt that it was vitally important for stakeholders to understand the budgeting process for this program. The first meeting included a general overview of the cost worksheets provided in the PRIME Blueprint and the Grantee and Center Level budgets were discussed regarding salary schedules, transportation costs, hours of operation for each center, behavior intervention programs, after school curriculums and other issues that would impact the budgeting process. The general management and administration of 21st CCLC Grant Program was discussed in detail outlining the responsibilities of the district. The CAT asked representatives to develop a Per-Student Level budget. In two weeks, the budgets were submitted. The CAT met again to develop the overall budget. Once the overall budget was developed, it was communicated with each campus and they were given one week to submit suggestions, corrections, and questions. Once all of the stakeholders were satisfied that this budget, based on \$813.70 per student costs, would meet the needs of the students, the budget was then approved by the CAT and adopted by the VISD Board of Trustees.

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

County-district number or vendor ID: 235902	Amendment # (for amendments only):
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TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

VISD will utilize an External Evaluator to collect data on a continuous basis from each participating VACE Center. The evaluator will conduct formative and summative evaluations based on the process as outlined in the PRIME Blueprint for ACE Programs. Each year, a formative evaluation will focus on addressing whether or not the activities are being implemented as planned and whether the project is making progress toward achieving its objectives. Methods to collect qualitative and quantitative data for the formative and summative evaluation (in compliance with FERPA) include 1) Annual participant surveys (student, parents, teachers, administrators); 2) Center participating and activity logs (weekly); 3) types of programs and activities – topics frequency, participating rates, competencies gained (weekly); 4) number of students and parents being served at each Center (weekly); 5) comparison of pre-post records of participating students' academic performance and behavior (attendance rates – both in the regular school day and in the VACE Program- course grades, STAAR test results grade promotion, disciplinary actions, etc. – done monthly); 6) formal/informal observations by project staff, teachers, administrators (quarterly); 7) type of curriculum utilized (weekly); 8) other related program data to measure performance targets (monthly). 8) percentage of students on track to achieve or exceed their academic performance goals, attendance goals, behavioral goals, their promotion goals, and their graduation trajectory goals. Data on each performance measure identified by TEA will be utilized to assess project implementation against each objective. The summative evaluation will determine whether or not the ACE Program impacts 1) increased utilization of school sites beyond the school day hours in a safe environment; 2) reduced numbers of unsupervised children during the afternoons and during the summer; 3) reduced disciplinary incidents; 4) increase student academic skill levels and performance on standardized tests (STAAR); 5) increased parent involvement. Community partners, staff, teachers, student/parents will participate in the evaluation process through surveys, focus groups and formal interviews. The summative evaluation will be used compared to baseline data for each performance objective. The evaluator will analyze the data on a quarterly basis to provide feedback to Site Coordinators and the Project Director. This data will be used in data-driven decision-making for the VACE staff. Ongoing formative evaluation ensures each Center will effectively achieve its goals and measurable objectives in the approved timeframe. **How program evaluation results will be used to improve program operations and quality:** Stakeholders understand that evaluation is the process of analyzing data to assess what works and what does not work in achieving VACE Program goals. Research has shown that a focus on creating a high-quality program increases youth engagement and participation, which then increases the likelihood of youth improving on desired outcomes such as academic and social emotional skills. VISD will use The Weikart Center's Youth Program Quality Assessment (YPQA) a validated instrument designed to measure the quality of youth programs and identify staff training needs because stakeholders understand that data has no meaning on its own and meaning will be the result of human interaction with the data (American Institute for Research, 2017). The YPQA evaluates the quality of youth experiences as youth attend workshops and classes, complete group projects, and participate in meetings and regular program activities. For staff, the YPQA self-assessment and observation process provides insight into their programs and provides a roadmap for staff to build professional competencies. The focus is on the process of quality improvement and not just specific quality scores. The data is meaningful and will lead to program improvement through reflection and action planning. The data will assist staff in understanding best practices and provides them tangible ideas that they can begin to use immediately to make the program operate more effectively. The YPQA data collection process will feed into the annual planning for the program and staff and stakeholders keep the following in mind when developing an evaluation plan: 1) What gets measured gets done. 2) If we don't measure results, we can't tell success from failure. 3) If we don't recognize failure, we can't correct it; 4) If you can't see success, we can't reward it. 5) If we can't see success, we can't learn from it (American Institute of Research, 2017). 

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 235902 Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 235902 Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 235902 Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

#	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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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):	
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p>Failure to complete this schedule will result in an applicant being disqualified.</p>			
Questions			
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"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
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"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary 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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