

**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:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 APR 27 PM 1:59</div>
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #	
Northside ISD		015-915		
Vendor ID #	ESC Region #	DUNS #		
1-746015904	20	06-945-0716		
Mailing address		City	State	ZIP Code
5900 Evers Road		San Antonio	TX	78238-

Primary Contact

First name	M.I.	Last name	Title
Lydia		Martinez	Director of Adult/Community Ed
Telephone #	Email address		FAX #
210-397-8140	Lydia.martinez@nisd.net		(210)706-8963

Secondary Contact

First name	M.I.	Last name	Title
Rose	M.	Walker	Grants Coordinator
Telephone #	Email address		FAX #
(210)397-7534	Rosemary.walker@nisd.net		(210)706-7278

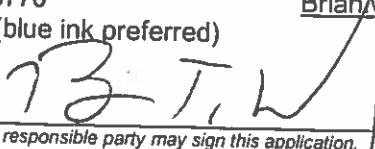
Part 2: Certification and Incorporation

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
Brian	T.	Woods	Superintendent
Telephone #	Email address		FAX #
(210)397-8770	Brian.woods@nisd.net		(210)706-8772

Date signed 4-26-18

Signature (blue ink preferred)


Only the legally responsible party may sign this application.

701-18-111-022

Schedule #1—General Information	
County-district number or vendor ID: 015-915	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 type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan		<input checked="" type="checkbox"/>
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
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INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools). Enter the start and end dates of your fiscal year in Section 1. In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

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

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-915

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: 015-915

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: 015-915

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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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

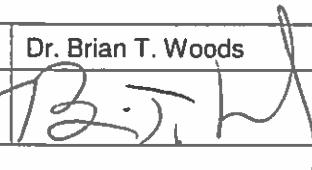
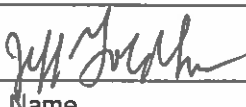
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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.	Bexar 015-915	Dr. Brian T. Woods	210-397-8770	\$1,491,360
	Northside Independent School District		Brian.Woods@nisd.net	
Member Districts				
2.	Bexar	Dr. Jeff Goldhorn	(210) 370-5600	\$8,640
	Education Service Center Region 20		Jeff.goldhorn@esc20.net	
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: 015-915

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:				\$1,500,000

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 015-915

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.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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On this date:

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		Not Applicable	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

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

Introduction: Northside Independent School District (NISD) recognizes the need for and the value of a no-cost, safe and structured after-school enrichment program. The ten campuses selected are all Title 1 campuses (eligible for schoolwide programs under Section 1114 of Title I, Part A of ESEA) with high populations of at-risk and economically disadvantaged students facing a combination of barriers to learning such as poor attendance, behavior issues, low academic performance, in comparison to the district average. Currently, the after school programs available at these campuses have low participation due to the financial circumstances of the families. NISD historical data demonstrates that access to quality afterschool programs funded by previous 21st CCLC cycles have had a drastic and positive impact on students and their families. If funded, the District would be able to serve more students in need and their families. The particular goals crafted for this application are aligned with the individual Campus Improvement Plans, District and Texas Education Agency goals.

1. The budget was developed after consulting with the NISD ACE administrative staff and campus leadership teams in response to identified needs and resources.
2. In the 2016-2017, Texas Academic Performance Report (TAPR) reflected NISD students identified as 68% Hispanic, 19% White, 7% African American, 3% Asian, and 3% Two or More Races, approximately 50% economically disadvantaged, and 44% at-risk. However, the campuses identified to participate in this grant have much higher average of Hispanic (83%), economically disadvantaged (86%), at-risk (54%) students. The grant will equalize the ability for these students to perform as well as their peers in more affluent neighborhoods and communities.
3. The NISD ACE administrative staff, campus leadership teams including the principals who shared their Campus Improvement Plans, and the District's Grants Department designed the needs assessment process for this grant which included staff, parent and student surveys, campus interviews, and data analysis. The Community Advisory Council, which will be formed if awarded, will determine the efficacy of the grant-funded program. The Council will meet on a quarterly basis and feedback from everyone involved will be encouraged. Input from all stakeholders will be taken into consideration to determine if the needs should be updated and/or changed.
4. The management plan developed for the grant includes the Program Director who will oversee the Family Engagement Specialist, Site Coordinators and Youth Leader Instructors who will ensure that the program receives consistent, high-quality management. The NISD ACE Community Advisory Council will include a variety of stakeholders who will meet on a quarterly basis in order to evaluate the program to ensure success.
5. The methods by which NISD ACE will evaluate the program include analysis of district data such as Student Information System (eSchoolPlus) and state data such as the Public Education Information Management System (PEIMS) entries and Texas Academic Performance Reports (TAPR).
6. (Statutory Requirements) The Every Child Succeeds Act guided the planning of this grant application. NISD ACE staff identified community needs and resources with a focus on working families to be addressed with this grant. A plan for strong partnerships was created and will positively impact targeted measures (performance, attendance, discipline referrals, and advancement) by using best-practices, experiential learning, and strategies. Activities funded by this grant will lead to overall student success. Students will learn how to establish healthy relationships. Information will be disseminated to reach all families using a variety of methods to ensure inclusivity. Center facilities will be safe and transportation will be provided. Qualified volunteers will be vetted and will tutor and mentor at-risk students. A successful sustainability plan will ensure that the program's success will endure well after the grant ceases, considering lessons learned during this grant funded program. Public resources will be used reasonably and with fidelity. The plan also includes effective family engagement and staff development.
7. (TEA requirements) The 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities for children, particularly students who attend high need (low academic performance and at-risk factors) focus campuses to meet state and local student standards in core academic subjects. Management, evaluation, and the proposed budget were all developed with the goal of overall student success as the dominant force.

Conclusion: The plan for sustainability will include building capacity at these ten centers over three years and future transition to a multiple resource-based model offering discounts and scholarships. An essential element includes asset mapping and leveraging resources in addition to nurturing robust partnerships with community organizations.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015-915			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	\$1,240,081	\$19,991	\$1,260,072
Schedule #8	Professional and Contracted Services (6200)	6200	\$53,965	\$0	\$53,965
Schedule #9	Supplies and Materials (6300)	6300	\$62,938	\$0	\$62,938
Schedule #10	Other Operating Costs (6400)	6400	\$123,025	\$0	\$123,025
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,480,009	\$19,991	\$1,500,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,480,009	\$19,991	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$8,640	\$0	\$8,640
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:					

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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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 015-915			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	0	0	\$0
2	Educational aide	0	0	\$0
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director (required)	0	1	\$61,200
5	Site coordinator (required)	10	0	\$490,000
6	Family engagement specialist (required)	1	0	\$49,000
7	Secretary/administrative assistant (.5 FTE)	0	1	\$15,560
8	Data entry clerk	0	0	\$0
9	Grant accountant/bookkeeper	0	0	\$0
10	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
11	Counselor	0	0	\$0
12	Social worker	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant	0	0	\$0
14	ESC coordinator/manager/supervisor	0	0	\$0
15	ESC support staff	0	0	\$0
16	ESC other	0	0	\$0
17	ESC other	0	0	\$0
18	ESC other	0	0	\$0
Other Employee Positions				
19	Youth Leader/Instructor	59	0	\$449,236
20	Project ACORN Coordinator (20 hours)	0	1	\$440
21	Title	0	0	\$0
22	Subtotal employee costs:			\$1,065,436
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$2,100
25	6121	Support staff extra-duty pay		\$0
26	6140	Employee benefits		\$192,536
27	Subtotal substitute, extra-duty, benefits costs			\$194,636
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,260,072

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: 015-915		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	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Printing Contracts	\$2,200
2	Online Adaptive Learning System (Stride Academy)	\$17,500
3	Training/Technical Support for Language Arts Programming (WRITE BRAIN)	\$20,000
4	Training/Technical Support for Physical Education/Character Building (Girls on the Run)	\$5,625
5	Leadership Development (Education Service Center, Region 20)	\$6,690
6	Parent Education (Education Service Center, Region 20)	\$1,950
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$53,965
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$53,965

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 #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 015-915	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:	\$62,938
Grand total:	\$62,938

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: 015-915		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.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$8,713
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$107,312
Grand total:		\$116,025

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: 015-915			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				\$
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: 015-915 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	Position will require a minimum of a bachelor's degree and experience in project/budget management and supervision with a strong preference for knowledge of youth/after school programs.
2.	Site Coordinator(s)	This position will require a bachelor's degree, supervision and preferred skills in each of the following areas: supervision, marketing/public relations, bilingual, program design and implementation, and knowledge of youth/after school programs.
3.	Family Engagement Specialist	This position will require a minimum of a bachelor's degree, experience in family engagement, and preferred skills in each of the following areas: marketing/public relations, bilingual, and knowledge of youth/after school programs.

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Recruit students that are struggling academically	07/01/2018	07/31/2019
		2. Communicate with school staff on students' needs	07/01/2018	06/06/2019
		3. Dedicate 45 minutes per day to homework/tutoring	08/27/2018	06/06/2019
		4. Provide time for students' targeted interventions	08/27/2018	07/18/2019
		5. Review progress with Community Advisory Council	10/31/2018	06/06/2019
2.	Improve Attendance Rate	1. Recruit students with a history of absenteeism	07/01/2018	07/31/2019
		2. Maintain regular communication with parents	08/27/2018	07/18/2019
		3. Offer collaborative, engaging, hands-on activities	08/27/2018	07/18/2019
		4. Provide bus transportation	08/27/2018	07/18/2019
		5. Review progress with Community Advisory Council	10/31/2018	06/06/2019
3.	Improve Behavior	1. Recruit students with behavior issues	07/01/2018	07/31/2019
		2. Support existing school behavior plans	08/27/2018	07/18/2019
		3. PD on behavior intervention & relationship building	07/01/2018	07/31/2019
		4. Provide character-building activities & form relationships	08/27/2018	07/18/2019
		5. Review progress with Community Advisory Council	10/01/2018	06/06/2019
4.	Improve Promotion Rates	1. Recruit students at risk for not being promoted	07/01/2018	07/31/2019
		2. Dedicate 45 minutes per day to homework/tutoring	08/27/2018	06/06/2019
		3. Provide time for students' targeted interventions	08/27/2018	06/06/2019
		4. Communicate with school staff on students' needs	08/15/2018	07/31/2019
		5. Review progress with Community Advisory Council	07/01/2018	06/06/2019
5.	Improve Graduation Rates	1. Provide trips to explore college campuses	03/02/2019	06/06/2019
		2. Provide programming on career readiness	08/27/2018	07/13/2019
		3. Provide adult education/college transition courses	07/01/2018	07/31/2019
		4. Provide computer literacy courses for adults	07/01/2018	07/31/2019
		5. Review progress with Community Advisory Council	10/31/2018	06/06/2019

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: 015-915

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.**

Campus Selection: NISD staff implemented a systematic process to determine the needs and resources of the community. A wide range of data sets were analyzed from local sources, Public Education Information Management System (PEIMS) entries, Texas Academic Performance Reports (TAPR), and the US Census Bureau’s American Community Survey. After analysis of the data by District level administration staff, a pattern of circumstances such as poor academic performance, limited access to enrichment programs, substandard attendance, excessive incidents of behavioral problems and mobility rates, and below average promotion and graduation rates for feeder high schools was revealed. This information helped identify ten Title 1 campuses (eligible for schoolwide programs under Section 1114 of Title I, Part A of ESEA). Additionally, one is identified by TEA as being a focus school (Mead). All ten have large populations of underperforming students. The schools with needs that best correspond with the goals and objectives of the 21st CCLC, Cycle 10 program are Adams Hill, Esparza, Glass, Glenn, Linton, Mary Hull, Mead, Meadow Village, and Villarreal elementary schools and Neff middle school. The average population of students from these campuses identified as ethnic minorities was 92% whereas the District was 81%. Economically disadvantaged students from these campuses (average 86%) are also a stark comparison to the District (50%) and the state of Texas (59%). These campuses also have an average of 54% at-risk students, higher than the District average of 44% and the state at 50.3%.

Surveys: Each principal was asked to complete a survey to determine existing needs and resources at their school. Topics addressed included academic needs, enrichment programs, family and parental support services, and college and career readiness. Every campus prioritized topics to be addressed in their particular after school program. A sample of parents and students at each campus was surveyed as to their needs and how the after school program could better serve them. The parent survey indicated that at least 90% felt that the after school program provided a safe and nurturing environment. Students reflected the desire for more hands-on, engaging, and meaningful activities.

Individual Meetings: NISD staff met with the leadership team from each campus. Specific needs and resources for each school were discussed. Using this information, customized programs were designed, aligning proposed supplementary activities with needs and utilizing and leveraging existing resources. During these interviews, it was discovered that many students would benefit greatly from an after school enrichment program while serving the needs of working families. It is a District objective to increase access to enrichment programs. In a recent external evaluation of the District after school enrichment program, it was noted that there was lower participation at Title 1 campuses due to cost and lack of transportation, as compared to Cycle 9 funded ACE centers and tuition-based non-Title 1 schools. Students not involved in after school enrichment programs, in many cases, roam the neighborhood unsupervised with no access to adult role models or homework assistance. Students expressed the need for food after the bell rings. A large percentage of students are being raised by grandparents or are in foster care. Every campus is serving homeless students and two of the campuses have a temporary housing complex for homeless families in their attendance area. One of the campuses, Mead, serves a large percentage of refugee families from mostly Middle Eastern countries that were experiencing persecution that greatly affected the children and their families. If awarded, programs will serve approximately 20% of the total campus enrollment and will target those most in need.

Campus Improvement Plans: This proposal aims to maximize success supporting campus improvement plans. Customizing enrichment activities and extending the learning from the regular day is the most reasonable and logical approach for helping students in need at the participating campuses. Adams Hill is focusing on improving performance in writing. Esparza will benefit from strengthening effective team planning in collaboration with the after school staff. Glenn (Bilingual), Linton, Mary Hull (Bilingual), Meadow Village, Villarreal (Bilingual/ESL), and Glass elementary schools are focusing on improving reading abilities. Mead (Bilingual/ESL & Focus School) needs assistance with parental engagement. Neff Middle School (a campus that requires additional district intervention based on past performance on state assessments) wants to close the gap of subgroup populations on all assessments.

Needs Assessment & Resources Identified: Struggling students (at-risk, economically disadvantaged or poor performers on state assessments) will be targeted and will engage in a safe program, striving to master Texas Essential Knowledge and Skills (TEKS) skills needed to be successful in school and maximize their full potential in life. The goals for this grant align with District and state goals and the use of current resources will be maximized and supplemented.

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

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

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

This applicant is part of a planned partnership.

This applicant is unable to partner.

NISD will serve as the Local Education Agency (LEA) administrative and fiscal agent which will enter into a Shared Service Arrangement (SSA) with Education Service Center, Region 20 (ESC-20) for this grant (See Attached). To build capacity in families, Region 20 will deliver parent workshops at the Education Service Center and transportation will be provided. Some parent training will be scheduled at NISD facilities making them more accessible to families. Family sessions will provide information on the following: special education (ARDs, dyslexia, accommodations, etc.), brain-based research, reading (literacy), STAAR, behavior, conflict-resolution, grandparents raising grandchildren, graduation requirements, wellness, bullying, STEM, college, among many other helpful topics for student success. Interpreters will be provided by request to accommodate non-English speakers. Region 20 will also help build quality grant staff by delivering the Leadership Module Series focused on topics such as strengthening teams, building trust, clarifying purpose, establishing communication, and understanding generational differences. NISD has developed and nurtured partnerships with community-based organizations that will provide services, sustainability efforts and representation on the ACE Community Advisory Council.

Partnerships secured by Memorandums of Understandings (see attachments) include:

Communities in Schools (CIS): The CIS model positions site coordinators inside schools to assess students' needs and provide resources to help them succeed in the classroom and in life. CIS will help connect ACE families to needed resources, including food, school supplies, health care or counseling. CIS staff will join forces with ACE center staff to facilitate an eight-week curriculum for parents, titled Raising Highly Capable Kids, which is based on the Search Institute's 40 Developmental Assets.

Boy Scouts: Boy Scouts of America forms troops at each center waiving membership fees. Boys will engage in effective character development, citizenship and personal fitness activities.

Girl Scouts: Girl Scouts of Southwest Texas will create troops at each center with free membership. The girls and their adult mentors will have opportunities to work on health and wellness, financial responsibility, technology, design and innovation in order to earn patches and develop confidence in their abilities.

Junior Achievement: Junior Achievement of South Texas volunteers will bridge the gap between what students learn in the classroom and the real world. The program provides financial literacy, entrepreneurship, and workforce preparation as students think innovatively by participating in a grade specific set of hands on activities.

San Antonio Food Bank: San Antonio Food Bank will provide in-kind Certified Nutritionists for students to learn the role of the SA Food Bank in the community. Students will explore the importance of establishing more active lifestyles and healthier eating habits over a six week period during the Fall and Spring semesters.

Texas A&M AgriLife Extension: Texas A&M AgriLife Extension Food and Nutrition Education Program will engage students in learning about what living a healthy lifestyle means, including concepts of MyPlate, food safety, how germs spread, proper hand-washing and staying active. This program will be delivered during the summer.

Texas Master Naturalists (TMN): The Texas Master Naturalists are well-informed volunteers that provide education, outreach, and service dedicated to the beneficial management of natural resources and natural areas within their communities. TMN volunteers will assist Neff staff and students with establishing a native plant area on campus and will serve as guides on field experiences to local natural areas.

Family Services Association: The Family Services Association manages a variety of programs that assist children, seniors and families to deal effectively with their problems and challenges in the San Antonio area. This partnership will provide access to their Best Buy Teen Tech Center and its STEM equipment for the Neff Middle School students on Saturdays as well as a mentorship program-YAGA, Youth Against Gangs and Alcohol.

Catholic Charities: San Antonio Catholic Charities provides assistance for families in crisis situations. Mead ES families are mutual clients for whom referrals and translation services will be provided, as the Focus school serves resettlement students who speak at least 36 different languages. Over 30% of parents at Mead ES do not speak English.

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

County-district number or vendor ID: 015-915

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.**

NISD offers opportunities for children to access after school academic enrichment, social/emotional, and recreational experiences in an environment that is safe and supervised. The program is administered by the NISD's Adult & Community Education Department. Its goals are aligned with TEA's standards, as well as NISD's objectives and goals as outlined in the District's Strategic Plan.

Impact on targeted measures include:

Improve Academic Performance: In the 2016-17 school year, the nine targeted elementary schools had a STAAR Masters Grade Level passing rate for all subjects that was, on average, 7 percentage points below the District average. The targeted middle school had a STAAR met or exceeded rate for all subjects that was 6 percentage points below the District average (Texas Academic Performance Report - TAPR). The NISD ACE program will improve academic performance through the following strategies: Campus administration and grant staff will identify, target, and personally invite students that are not meeting academic performance standards to enroll in the program; site coordinators will regularly participate in campus Professional Learning Communities (PLCs) to identify student academic needs and develop strategies to meet those needs; dedicate at least one 45-minute block, four days per week, to homework assistance and skill building centers for individuals and small groups; and deliver a TEKS based enrichment curriculum, aligned to the regular day curriculum, which will be used to extend and reinforce reading, writing, math, and science.

Improve Attendance: In the 2016-17 school year, the targeted schools had an average attendance rate of 95.2%, lower than the 95.5% District and 95.8% state averages (TAPR). The NISD ACE program will improve attendance through the following strategies: identify students with a history of absenteeism and invite them to the program; communicate with parents to develop individual solutions and support options to reduce absences; offer engaging, hands-on activities that motivate students to attend; provide reliable bus transportation to meet the needs of working families; the Family Engagement Specialist will coordinate parent education sessions through Region 20 and other providers.

Improve Behavior: In the 2016-17 school year, the targeted elementary schools reported behavioral incidents at a rate 1% higher than the average NISD elementary school (PEIMS data). The NISD ACE program will improve behavior through the following strategies: identify students with behavioral issues and invite them to the program; support existing behavior intervention programs at each school; train staff to implement the plans with fidelity; provide activities that increase social/emotional learning; and build developmental assets through positive relationships. The Search Institute has undertaken decades of research with more than 4 million children, and found that there are 40 building blocks every child needs to grow and mature. Staff will be trained in The 40 Developmental Assets framework and how they can be asset builders. The more assets are developed, the less likely students are to engage in risky behaviors.

Improve Promotion Rates: In the 2016-17 school year, the targeted elementary schools retained students double the rate than the District average (Texas Academic Performance Report). For example, in Grade 1, the average for the nine elementary schools was 6.2% whereas the District was 2.8%. The NISD ACE program will improve promotion rates through the following strategies: identify at-risk students and invite them to the program; reinforce AVID strategies such as note-taking and study skills; and support students with additional time for web-based interventions.

Improve Graduation Rates: In 2016, only an average of 33% of adults up to 25 years of age living in the zip codes targeted by this program (78227, 78228, 78229, 78238, 78245) had a high school degree or equivalency as compared to the nation's rate of 92% (US Census Bureau American Community Survey). The NISD ACE program will improve postsecondary readiness through the following strategies: provide students with opportunities to explore careers and higher educational opportunities including visiting college campuses; partner with programs like Junior Achievement to educate students about career readiness; and teach goal-setting by utilizing The 40 Developmental Assets and Igniting Sparks frameworks to build a college and career ready culture.

Local Objectives: This grant along with local and other funding sources will support the District initiatives to expand opportunities for students to be exposed to various enrichment activities; improve the perception of the middle school experience; work on performance of groups most likely to struggle (at-risk, special education, and English Language Learners); successfully transition from elementary to middle and middle to high school; and work on performance in measures of college readiness.

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

County-district number or vendor ID: 015-915

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.**

The NISD ACE program has implemented best practices for 21st CCLC programs for over 20 years. The program will use the following best practices, including research or evidenced-based practices to implement the Cycle 10 program and address critical success factors:

Best Practices: The National Partnership for Quality Afterschool Learning Final Report produced for the U.S. Department of Education concluded that the most successful 21st CCLC programs commonly have the following traits: reliable data collection, strong program structure, high quality professional development, increased family engagement, successful relationship building opportunities, engaging activities, linkage to the school day, and consistent input from all stakeholders to maximize improvement. These traits were considered during the development of this grant proposal and are elements of the program design. It is anticipated that reporting will reflect improved outcomes in these targeted measures (performance, attendance, discipline referrals, and advancement).

Research or Evidence-Based Practices: The proposed program is designed using evidence-based practices from the recommendations from the Institute of Education Sciences, including Structuring Out-of-School Time to Improve Academic Achievement. Specific recommendations include: Aligning the out-of-school time program academically with the school day, maintaining relationships and ongoing communication with school staff, connecting program instruction with school-based goals and learning objectives, adapting instruction to individual and small group needs, using one-on-one and small group tutoring, providing professional development to all instructors, providing engaging learning experiences, making learning active through opportunities for collaborative learning and hands-on academic activities, and building adult-student relationships between participating students and instructional staff. The program will utilize The Search Institute’s framework for building assets in students. Search has undertaken decades of research with more than 4 million children and found that there are 40 building blocks every child needs to grow and thrive.

Academic Performance: Locally developed lesson plans with intentional activities aligned with the regular day curriculum, following the District’s scope and sequence prepare students for performance assessments. Woven into each lesson, opportunities for developing assets are highlighted for the staff. Staff and volunteers assist with homework and guide students in homework centers created by certified teachers to reinforce academic skills.

Achievement: Additional evidence-based enrichment activities such as Readers Theater, WRiTE BRAiN Books, Stride Academy, Achieve 3000, MindWorks, Sphero SPRK+ and STEAM Educational Robots, littleBits, Cubelets Modular Robotics, and Project Alamo Area Children Organized to Replant Natives (ACORN) will be implemented. These activities (and curricula) are proven interventions and engagement activities that help overall student success and improve promotion to the next grade level. Previous 21st CCLC cycles awarded to NISD indicate improvement in targeted measures attributed to these activities. By inducing the same strategies, Cycle 10 will duplicate these results.

Positive Youth Development: To support social and emotional learning in youth participants, the NISD ACE program will use the best practices identified in Keys to Quality Youth Development published by the University of Minnesota, such as quality relationships with peers and adults, discussing conflicting values and forming their own, and developing self-worth. Throughout the year, staff will implement research-based programs such as Planting Seeds for Classroom Management, Kelso’s Choices (a conflict-management curriculum), Teen Truth Leadership Program, Coordinated Approach to Child Health (CATCH), Girls on the Run, Cooking Club, and SMART Moves (prevention program). Also, Communities in Schools will deliver the Raising Highly Capable Kids curriculum to parents at participating centers, focused on the Search Institute’s 40 Developmental Assets.

Postsecondary/Workforce Preparation: To prepare students for postsecondary education and the workforce, the NISD ACE program will implement best practices found in Eight Components of College and Career Readiness Counseling published by the College Board, including College Aspirations and Enrichment and Extracurricular Engagement. Students will be exposed to a variety of activities related to college and the workforce readiness such as Junior Achievement and Business Basics curriculum. Elementary and middle school students will develop key study skills through the Advancement Via Individual Determination (AVID) program. Additionally, Neff MS students will visit the Best Buy Teen Tech Center for STEM projects.

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

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In accordance with brain-based research, the NISD ACE Program will intentionally structure the schedule of activities beginning with a nutritious snack, followed by a physical movement activity from the Coordinated Approach to Child Health (CATCH) curriculum, and then engaging in 45 minutes of homework assistance or homework centers aimed at building basic skills. Following this time, students will be involved in 45 minutes of enrichment activities focused on developing problem-solving, critical thinking, and teamwork through a thematic, project-based curriculum. All centers will utilize The Search Institute's 40 Developmental Assets Framework in order to strengthen students' social and emotional skills. To improve student achievement and success, the NISD ACE program will help students surpass their current social and economic limitations by providing a safe learning environment, academic supports, exposure to college and career opportunities, and activities that reduce high-risk behaviors. Specific research-based activities are expected to improve student academic achievement. Campus enrichment activities were selected to meet the specific needs of each school, and will include:

Homework Assistance/Homework Centers/Tutoring: Youth Leader instructors will use one-on-one and small group settings to assist students with homework for at least 45 minutes per day (four days out of the week). Students who are not assigned homework will build math fact automaticity, develop vocabulary (including site words), and increase reading comprehension skills at Homework Centers. AVID tutors will work with student groups at Neff Middle School. Other tutors, including college mentors, teachers, and RSVP volunteers (Retired Senior Volunteer Program), will regularly assist students in specific academic disciplines at the elementary schools. Homework support will result in increased student grades, grade advancement, and higher performance on assessments.

Literacy: To build reading and writing skills, fundamentals of student achievement, students will participate in a variety of activities, including Readers Theater, WRiTE BRAiN Books, and web-based software (Stride Academy & Achieve 3000 for Neff MS). ELL students will be provided extended opportunities to develop oral language in the after school setting.

Science, Technology, Engineering, and Mathematics (STEM): Students will have multiple opportunities to develop math and science skills using MindWorks Resources, Sphero SPRK+ and STEAM Educational Robots, littleBits (engineering), Cubelets Modular Robotics, and Project ACORN. Neff students will use the STEM resources at the Best Buy Teen Tech Center through a partnership with Family Services Association.

Positive Youth Development: At the elementary level, NISD ACE staff will use the Planting Seeds for Successful Classroom Management and Kelso's Choices (conflict management) curricula to develop students' conflict management skills. At the middle school level, students will participate in the Teen Truth Leadership Program to build resilience and self-confidence.

Post-Secondary Readiness: To encourage high school graduation and college aspirations, students will experience college life as they Explore UT in Austin. Students will also participate in other college and career preparation programs, including Advancement Via Individual Determination (AVID) and Junior Achievement.

Physical Fitness/Wellness: Recently, the National Public Radio reported that WalletHub compared the 50 states and the DC across three key dimensions: 1) Kids' Health & Access to Health Care, 2) Kids' Nutrition, Physical Activity & Obesity and 3) Kids' Oral Health. Texas ranked 49th in kid's health and 38th in child obesity. Data used to create rankings were collected from U.S. Census Bureau, Centers for Disease Control, The Annie E. Casey Foundation, among many more. To impact the positive effects of physical and emotional wellness on student learning and social/emotional wellness, all centers will provide the CATCH (Coordinated Approach to Children's Health) curriculum, which will include physical fitness activities and nutrition education. Other activities include Girls on the Run and Cooking Club.

Summer Program: To mitigate summer learning loss, the NISD ACE Program will offer a six-week summer program focused on hands-on science activities through Camp Invention/National Inventors Hall of Fame, fine arts and technology camps and continue to integrate physical movement, health and nutrition.

Parent Education: Monthly events will provide engaging learning experiences for the families and offer information for parents in a variety of topics such as communication, parenting, and nutrition. Additionally, Adult Education/Literacy and Computer Literacy classes in English and Spanish will be available. Region 20 parent training will also help parents support their children to maximize academic achievement and social/emotional competencies. Due to the diversity of anticipated participants, family outreach and events will be culturally responsive and will address barriers to student and family success.

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

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

NISD staff, parents, and the community were advised of this grant opportunity and the District's intent to apply through a notification posted on the District's Adult & Community Education website. The notice includes the campuses that are included in the proposal: Adams Hill, Esparza, Glass, Glenn (Bilingual), Linton, Mary Hull (Bilingual), Mead (Bilingual/ESL & Focus School), Meadow Village, and Villarreal (Bilingual/ESL) Elementary Schools and Neff Middle School. The information is also posted on the involved campus websites, parent boards, school newsletters and PTA forums and will continue to be disseminated throughout the proposal review period.

The NISD Board of Trustees signed a letter of support and gave the Superintendent the approval to enter into a Shared Service Agreement with the Education Service Center. These two actions were taken during regularly scheduled Board meetings and are reflected in Board Minutes. (See Attachment)

When awarded the 21st CCLC Cycle 10 year 1 grant, campuses will disseminate enrollment opportunity information. NISD ACE staff will coordinate with school committees to select students for the program based primarily upon academic need, at-risk populations, and the obligations of working families. The selected families will be sent a letter signed by their school principal inviting them to register in the program, along with program enrollment forms. NISD ACE staff will follow-up on these letters with personalized phone calls to families and will conduct orientation meetings. If all program slots are not filled by the deadline, NISD ACE staff will contact the next families on the waiting list, ensuring that all slots will be filled by the first day of school.

Beginning in August, a more aggressive marketing campaign will be conducted by the Family Engagement Specialist in order to generate awareness of the ACE program at each school. Strategies to be used include fliers, Meet the Teacher events, PTA meetings, parent surveys, District and school websites, individual NISD ACE center newsletters, and marquee displays. NISD ACE staff will provide continuous communication regarding family engagement events and services through school websites, newsletters, posters, Parent Boards, family resource centers, and PTA meetings. NISD ACE staff will maintain a presence at most regular campus events.

Periodically, requests will be made to the NISD Communication Department to showcase program activities on the District website, weekly Inside Northside newsletters, video moments and press releases for local media. NISD ACE Programs have a prominent presence on Twitter and District social media.

The NISD ACE Site Coordinators will present at teacher in-service staff development at the start of the school year to address the specific goals and objectives of this grant. Afterwards, they will present at least three additional times throughout the year at faculty meetings to report on specific program agenda items. Site Coordinators will be available to speak at PTA meetings, neighborhood associations, parent advisory councils, and any other opportunity that becomes available to share the purpose, goals and impact of the ACE Programs.

At the end of the year, NISD ACE staff will summarize the findings of the program evaluation, and publish them as a concise and coherent document. These documents will be provided to all NISD ACE families to update them on the results of the program. This information will also be posted on Parent Boards in multiple languages and available on the NISD website. In addition, the department annual report will include information and data on the NISD ACE program including program activities and statistics. This report is distributed to District and community leaders.

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

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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.**

Transportation needs will be provided as needed by the NISD Transportation Department to eliminate barriers to participation. The NISD Transportation Department has over a decade of experience collaborating with the NISD ACE program to provide safe and timely transportation for students. The NISD Transportation Department's mission is to provide students of NISD who are eligible with the safest transportation possible between school and home and during extracurricular activities. Northside ISD provides transportation for any student who lives more than 2 miles away from his/her school, or for which there is a certified hazardous situation noted in compliance with Texas Education Code (TEC) Section 42.155(d). The Code of Student Conduct is enforced for students while on District transportation and disciplinary action resulting from misconduct on the bus is outlined in the Student Handbook provided by the school and available online. Bus Drivers are carefully screened, trained, and licensed prior to employment emphasizing the responsibilities involved in transporting students safely from home to school and to District activities. The Transportation Department was recognized by the national nonprofit Propane Education and Research Council (PERC) for leading the path to eco-friendly propane fueled buses.

All NISD ACE centers are located at the students' home campus, eliminating the need for bus travel to the program. Parents and/or caregivers may choose to pick up students from the campus (site) at the conclusion of the program on program days. The NISD ACE program will provide District bus transportation as needed for students after program conclusion each day.

Existing Extracurricular School Activities: Schools offer various after school activities, including clubs (Young Astronauts, chess, robotics), performing arts (choir, band, theater) and sports (volleyball, basketball, soccer). These activities generally only occur once or twice per week, lasting between one to two hours. Many students in working families cannot participate in these activities due to a lack of transportation options. The NISD ACE program will coordinate with and supplement these existing after school activities, allowing students to attend them during their designated days/times rejoining ACE enrichment activities in progress. Free and reliable transportation through the ACE program will allow more high-needs students to participate in these extracurricular activities that otherwise they might not be able to attend.

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

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Amendment # (for amendments only):

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

Each year, more than 20,000 parents, partners, sponsors, and friends volunteer at Northside ISD schools. Just a few of the areas where volunteers help make the difference at Northside, specifically in the ACE programs, include:

- Mentoring / Tutoring
- Boy Scouts
- Texas A&M AgriLife (Project ACORN)
- Girls on the Run coaches
- Junior Achievement
- Communities in Schools
- Field Trips
- Northwest Vista College Interns
- Parent Advisory Council

Background checks are required of volunteers, contract service providers, adult & community education instructors, student teachers, and PTA volunteers. Student safety is paramount in NISD. When a potential volunteer completes the online Background Check form, he/she authorizes Northside’s Human Resource Department to conduct a criminal history check. NISD uses this information and runs it against government databases to check for misdemeanor and/or felony violations. Generally, anyone who will spend time on a Northside campus interacting with students is required to have a background check. Background checks must be renewed annually.

The NISD ACE Family Engagement Specialist (FES) will coordinate with an existing advocacy volunteer program Retired Senior Volunteer Program (RSVP), to provide structured mentorship relationships. The program is designed to positively influence students to explore the following areas: leadership, guidance, career interests, college and career readiness, hobbies, and talents. The RSVP program will involve retired senior citizens who are willing to dedicate 1-2 hours per week with program students who are in need of additional positive social and emotional influence on a one-on-one basis. In addition to RSVP volunteers, education interns from Northwest Vista College will also volunteer to mentor students. The Project Director and the FES will conduct monthly training sessions for newly recruited volunteers after criminal background checks have cleared. Volunteers will provide their profile and will be matched with a mentee by the Site Coordinators.

NISD has security cameras installed and access control systems at all Northside campuses. In addition, every NISD campus is equipped with the Raptor identification system. This system provides staff the ability to scan a driver’s license or other form of ID and runs that person’s information through various sex offender databases. Volunteers and visitors are also required to sign in and out of a visitor’s log each time they are on campus during the NISD ACE program.

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

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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.**

Program continuation will be a focus of the NISD ACE Community Advisory Council throughout the grant term. The preliminary plan for sustainability is to build capacity in these ten centers over three years and transition to a tuition-based model including discounts and scholarships. Capacity will be built in the following ways:

Instructional Materials: At the beginning of the grant period, each center will receive a package of instructional technology and materials for center-specific programming. Technology and materials will be maintained and will continue to be used after the grant period expires. Schools will replace lost or broken items using local funds.

Professional Development/Training: All NISD ACE staff, including Site Coordinators and Youth Leaders, will receive ongoing professional development over the course of the three year grant period. Specific topics will include First Aid/CPR, classroom management, anti-bullying, communication skills, and various specific curriculum such as CATCH, Camp Invention, WRITE BRAiN Books, Sphero SPRK+, Rising Up coaching (teaching children how to deal with social and emotional issues) and Teen Truth Assembly Experiences which address bullying, drugs & alcohol, leadership, family communication and self-esteem. The Project Director, FES, and Site Coordinators will all attend in-state conferences in order to benefit the program in addition to Region 20's Leadership Module Series. The skills developed by the staff will create knowledgeable employees who will positively impact students and contribute to the program's value and sustainability.

Community Partnerships: Over the grant period, the NISD ACE program will continue to develop relationships with a wide variety of community-based organizations, including primary partners such as Communities in School (CIS), Family Services Association (FSA), San Antonio Food Bank, Boy Scouts, Girl Scouts and Texas A&M AgriLife Extension Service. The program will offer mentorship relationships and volunteer opportunities that will involve community Retired Senior Volunteer Program (RSVP) citizens and Northwest Vista College education interns. With this network of organizations and volunteers in place when the grant expires, the tuition-based centers will be able to continue to provide a high-quality program at an affordable cost to families, offering discounts and/or scholarships.

Timeline: The following timeline will be implemented for the sustainability plan:
 July 2018 - Possible notification of grant award.
 July 2018 - Identify Community Advisory Council members including campus administration, District administration, parents, and community partners.
 August 2018 - Program implementation begins: purchase instructional materials, train NISD ACE staff, and recruit volunteers.
 October 2018- Begin Community Advisory Council (CAC) meetings, begin quarterly budget meetings to evaluate grant expenditures and assess additional areas of financial needs.
 Quarterly - Sustainability is a permanent topic on each CAC meeting agenda.

Grant Conclusion: Throughout the grant period and prior to its conclusion, NISD will explore possible funding sources with the option of converting the centers to a tuition-based model as a viable option. Each center will be assessed to determine available resources. To accommodate the large number of low-income families in these areas, tuition will be set on a sliding scale based on income and scholarships will be made available. The Northside ISD Board of Trustees fully endorses NISD ACE and will support local efforts to sustain the program when grant funding expires as reflected in the attached letter of support with signatures from all elected board members (see attached). The District values the impact of enrichment programs on student success as reflected in the District Improvement Plan. The NISD ACE program will partner with several community-based organizations, providing a more cost-effective program and building a foundation for future sustainability.

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County-district number or vendor ID: 015-915	Amendment # (for amendments only):
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Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Multiple existing programs will be coordinated with the proposed NISD ACE grant to provide a high quality and sustainable program:

Title I and State Compensatory Programs: Funds from these programs will supplement family involvement and the six-week summer program in the form of transportation, staff, curriculum and activities. A two-week Art & Theatre Summer Camp in collaboration with the Fine Arts Department and funded through Title I will be embedded into the ACE Summer Program.

Child Nutrition: The NISD Child Nutrition Department will provide nutritious snacks to ACE students daily using funds from the USDA. The Child Nutrition Department will also provide breakfast and lunch for the ACE Middle School summer program participants and lunch for elementary students who participate in the Elementary Summer Enrichment Program.

Special Education: Using Medicaid and IDEA funds, the NISD Special Education Department will provide student assessment information, training to one-on-one aides, and other necessary accommodations for ACE program students with special needs.

Adult and Community Education: The NISD Adult and Community Education Department will provide free adult education, ESL, citizenship, college transition, and computer literacy courses to adults participating in the ACE program, funded through federal and state grants through the Texas Workforce Commission.

Business Department: The NISD Business Department, in partnership with the Grants and Recognitions Department, will ensure fiduciary and financial responsibility for the NISD 21st CCLC Cycle 10 grant. Monthly meetings between the NISD ACE grant staff and the District's Special Revenue Department will be conducted to monitor the budget to ensure that all funds are expended during the grant period.

Pre-K 4 SA: The Pre-K 4 SA program will be provided for Pre-Kindergarten students at Villarreal Elementary School with a locally funded extended day component. This effort, funded in part by a City of San Antonio grant, supports family engagement and early childhood education for preschool siblings of NISD ACE program participants.

Texas Support for Homeless Education Program (TEXSHEP): This grant, authorized by The McKinney-Vento Homeless Assistance Act, provides supplemental academic and related assistance to facilitate the academic success of students who are in homeless situations.

Curriculum Specialist: A TEKS based afterschool enrichment curriculum is designed for the NISD ACE program that engages students in STEM, Literacy, College & Career Readiness, and Homework Centers at no cost to the program and funded by local funds.

Staffing and Training Specialists: Locally funded specialists recruit and train staff on an ongoing basis for NISD ACE programs. The Human Resources Department processes these staff according to NISD hiring procedures.

On-call Nursing Services: District Nurses are contracted by local funds to provide daily on-call services on a rotation basis throughout the school year.

Project ACORN: Neff Middle School will be participating in the District-wide Project ACORN initiative, exposing students to place-based, environmental activities. ACORN is the acronym for Alamo-area Children Organized to Replant Natives.

Northside Education Foundation (NEF): NEF fosters community involvement in innovative educational programs by generating and disbursing funds and other resources to provide enrichment for students of NISD. NEF funding will be requested to support special projects to be implemented in the after school program.

Other Programs: The ACE program will benefit from the resources that other NISD departments can provide, including collaborations with Bilingual/Title III, Transportation, Curriculum and Instruction, Guidance and Counseling, Health and Physical Education, Health Services, Human Resources, Police, Staff Development, Technology, and Testing and Evaluation Departments. Coordination with these programs and funding sources will allow for a guaranteed continuum of services to students at these campuses. These collaborations with the NISD ACE program reflects cost-effectiveness, leverages available resources, and avoids duplication of services.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-915					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):				
	Adams Hill Elementary School 9627 Adams Hill Drive San Antonio, TX 78245-1999			<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 type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12				
	9-digit campus ID number:		015915123								
	Cost per student		\$ 681								
	"Regular" student target (to be served 45 days or more annually):		105		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):				
	Esparza Elementary School 5700 Hemphill Road San Antonio, TX 78228-4392			<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 type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12				
	9-digit campus ID number:		015915124								
	Cost per student		\$ 681								
	"Regular" student target (to be served 45 days or more annually):		105		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):				
	Glass Elementary School 519 Clearview Drive San Antonio, TX 78228-2498			<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 type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12				
	9-digit campus ID number:		015915111								
	Cost per student		\$ 681								
	"Regular" student target (to be served 45 days or more annually):		105		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.)

County-district number or vendor ID: 015-915

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):	
	Glenn Elementary School 2385 Horal Drive San Antonio, TX 78227-2499		<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 type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	015915102				
	Cost per student	\$ 681				
	"Regular" student target (to be served 45 days or more annually):	105	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):	
	Mary Hull Elementary School 7320 Remuda Drive San Antonio, TX 78227-2899		<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 type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	015915105				
	Cost per student	\$ 681				
	"Regular" student target (to be served 45 days or more annually):	105	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 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Linton Elementary School 2103 Oakhill Drive San Antonio, TX 78238-4999		<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 type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	015915131				
	Cost per student	\$ 681				
	"Regular" student target (to be served 45 days or more annually):	105	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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Amendment # (for amendments only):

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):	
	Mead Elementary School 3803 Midhorizon Drive San Antonio, TX 78229		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	015915185				
	Cost per student	\$ 681				
	"Regular" student target (to be served 45 days or more annually):	105	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):	
	Meadow Village Elementary School 1406 Meadow Way Drive San Antonio, TX 78227-1642		<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 type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	015915117				
	Cost per student	\$ 681				
	"Regular" student target (to be served 45 days or more annually):	105	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 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Villarreal Elementary School 2902 White Tail San Antonio, TX 78228-2799		<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 type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	015915116				
	Cost per student	\$ 681				
	"Regular" student target (to be served 45 days or more annually):	105	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.)						
County-district number or vendor ID: 015-915			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):	
	Neff Middle School 5227 Evers Road San Antonio, TX 78238-1998		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	015915041				
	Cost per student	\$ 922				
	"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						

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

County-district number or vendor ID: 015-915	Amendment # (for amendments only):
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TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Proposed Management: The proposed program in this grant was designed to comply with the 10 Key Tasks for Quality Programming outlined in the Texas ACE® Blueprint: 1. School-Community Engagement 2. Intentional Activity Development & Targeted Student Recruitment 3. Family Engagement 4. Operation and Talent Management 5. Data Collection and Reporting 6. Fiscal Planning and Internal Monitoring 7. Sustainability Planning 8. Program Evaluation 9. Quality Assurance Tools 10. Logic Model Development and Implementation. Qualified staff will ensure the program is successfully addressing these key tasks. The Project Director with guidance from the NISD Grant Manager, Special Revenues Accountant and Evaluator will oversee compliance with every aspect of the Blueprint, EDGAR and this proposal. The Campus Principals will be involved in the selection of the Site Coordinators ensuring the candidates are a good fit for the unique campus culture and a strong collaboration with the after school program is established. The Site Coordinators and their center staff along with the Family Engagement Specialist will ensure the program is delivered with fidelity and that students and families remain engaged at all times.

Center Operation: All NISD ACE centers will operate Monday through Friday during the 2018-2019 school year. The Fall semester will operate between August 27 and January 18, and the Spring semester will operate between January 22 and June 6, for a minimum of 31 weeks. Centers serving elementary school students will be open from Monday through Friday for a minimum of 15 hours. The center serving middle school students will also be open from Monday through Friday, and will additionally provide at least six hours of Saturday programming per month (for a minimum of 15 hours). The hours of operation at elementary school centers will be 2:55 PM to 6:00 PM and 3:40 PM to 6:30 PM at the middle school center for Fall and Spring semesters. The NISD ACE Program will not operate on scheduled NISD school holidays. At the elementary centers, 945 students and 450 adults will be served and the middle school will serve 75 students and 35 adults. NISD ACE centers will be staffed at a ratio of 18 students to one Youth Leader Instructor for grades 1-8. The Kindergarten grade level will be staffed with a ratio of 12 students to one Youth Leader Instructor. Center staffing will be determined by the number of students served

- 105 Students per campus (Adams Hill, Esparza, Glass, Glenn, Linton, Mary Hull, Mead, Meadow Village, and Villarreal elementary schools): Six Youth Leader Instructors per campus
- 75 students (Neff middle school): Five Youth Leader Instructors

A summer program (Monday-Thursday) will be offered between June 10 and July 18, 2019 for a minimum of 6 weeks. Centers serving elementary school students will be open from 1:00 PM to 5:00 PM and centers serving middle school students will be open from 9:00 AM to 1:00 PM. Approximately 180 students will be served by 9 Site Coordinators and 10 Youth Leaders staffing the elementary school site. One Site Coordinator and 4 Youth Leaders will serve 40 students at the middle school site. The Child Nutrition Department will provide breakfast and lunch during the summer programs and transportation will be provided.

Corresponding Budget: The budget was developed in compliance with all General and Fiscal Guidelines released with this application. Special consideration of the New EDGAR guidelines was also accounted for during budget creation. The proposed budget ensures highly qualified staff, travel expenses for state-level ACE conferences, funding for meetings and trainings, contracted services, instructional supplies, providing safe and reliable transportation, the availability of nutritional snacks, and strategic tutoring at Neff Middle School. (See Schedule # 21)

Program objectives and student service targets: Major objectives of this planned project include improving academic performance, attendance, behavior, promotion, and graduation rates. Each campus will participate in unique activities based on their specific needs and resources identified during the development of this grant. All activities were intentionally selected and evaluated to meet four criteria: 1. learning objectives are identified and established, 2. the assessment component is purposeful, 3. activity and lesson plans are aligned with the school day expectations, and 4. active recruitment of students demonstrating a need for intervention in any of the aforementioned targeted measures are deliberate and continuous.

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

County-district number or vendor ID: 015-915	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.**

Meaningful evaluation method/process include the following items with their respective associated indicators of accomplishment:

1. **STAAR Results:**
 - a. Increase percentage of students passing on STAAR Reading to campus average or higher
 - b. Increase percentage of students passing on STAAR Math to campus average or higher
 - c. Increase percentage of students passing on STAAR Science to campus average or higher
2. **Attendance Data:**
 - a. Improve students' school day attendance rate to campus average or higher
3. **Disciplinary Actions:**
 - a. Reduce number of students' school-day referrals to campus average or below
 - b. Reduce number of students' after school program referrals from fall to spring term
4. **Promotion/Retention Rates:**
 - a. Reduce number of students retained to campus average or below
 - b. Increase number of students promoted to campus average or higher
 - c. Increase percentage of students in accelerated programs that advance one grade
5. **Semi-annual Surveys:**
 - a. Increase the number of students reporting interest in college/career over baseline
 - b. Increase the number of parents reporting student improvement over baseline
 - c. Increase the number of teachers reporting student improvement over baseline

NISD Testing & Evaluation staff led by the District evaluator will analyze data from all ten 21st CCLC Cycle 10 schools using the District's Student Information System (eSchoolPlus), Public Education Information Management System (PEIMS) entries, and Texas Academic Performance Reports (TAPR):

Program-Level Data: Site Coordinators will be responsible for daily data collection at each center, including program attendance data; student, teacher, and parent surveys; pre and post-activity assessments; and verbal feedback from school staff, program staff, parents, and students. Each center will report this data to the Project Director on a bi-weekly basis.

Student-Level Data: NISD's Testing and Evaluations Department will provide student-level data to the evaluation team, including STAAR scores, grades, promotion rates, attendance, and disciplinary actions, with comparisons to District and state averages, on a quarterly basis. data will be disaggregated at the center level and for various sub-populations, including At Risk, Economically Disadvantaged, Special Education, and LEP.

Program observations will be conducted on a regular basis by the Project Director and Site Coordinators. The Project Director will observe each center at least once per semester, and will focus on program implementation and quality. Site Coordinators will observe all student groups at a center at least four times per semester, and will focus on instructional practices, student engagement, and program compliance. Both TEA Monitoring/Accountability and TXPOST Standards will be monitored and reported. The overall goal of this data collection and disaggregation is to strengthen the program through constant monitoring, identifying and correcting problems quickly. At the program level, the evaluation team will use the data to determine if the program and individual centers are on track to meet all indicators of accomplishment described above. If an individual center or the program as a whole are not on track, the Project Director will implement changes designed to correct the problem and meet the goals of the program. At the center level, Site Coordinators will use student data to help identify specific academic or other needs for their student population. Center logic models will be reviewed and revised on a regular basis to incorporate new data. At the end of the year, the Evaluation Team will summarize the findings of the program evaluation, and publish them as a concise and coherent document. These documents will be provided to all ACE families to update them on the results of the program. This information will also be reviewed with the Community Advisory Council and posted on Parent Boards and available on the NISD website.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015-915			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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input 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 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 checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 015-915

Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" 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: 015-915 Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input 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 checked="" type="checkbox"/>
M02	Conduct home visits by staff	<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: 015-915

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<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: 015-915			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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: 015-915	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 type="checkbox"/> Yes <input checked="" 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 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 type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
<input type="checkbox"/>	The applicant assures that the total grant award requested on 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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