

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

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID here:
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">           RECEIVED            TEXAS EDUCATION AGENCY            APR 27 PM 1:56            PLACE DATE STAMP HERE         </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Dallas Independent School District		057-905	
Vendor ID #	ESC Region #	DUNS#	
1756001278	10	0750963470000	
Mailing address		City	State ZIP Code
9400 North Central Expressway		Dallas	TX 75231 -
Primary Contact			
First name	M.I.	Last name	Title
Lori	A.	Griffin	Director, Extended Learning Opportunities
Telephone #	Email address		FAX #
972-925-3700	lgriffin@dallasisd.org		972-925-3269
Secondary Contact			
First name	M.I.	Last name	Title
Kayla	M.	Kelley	Supv., Extended Learning Opportunities
Telephone #	Email address		FAX #
972-925-5424	kkelley@dallasisd.org		

**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.

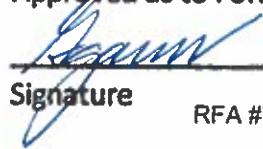
**Authorized Official:**

First name	M.I.	Last name	Title
Eliu	M.	Hinojosa	Superintendent of Schools
Telephone #	Email address		FAX #
972-925-3700	arodriguez@dallasisd.org		972-925-3269
Signature (blue ink preferred)	Date signed		



4/24/2018

**Approved as to Form:**

 4/24/18  
 Signature Date

701-18-111-026

RFA #701-18-111; SAS #287-19

<u>Schedule #1—General Information</u>	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):
<b>Part 3: Schedules Required for New or Amended Applications</b>	

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

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

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

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

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

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

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

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

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Changes on this page have been confirmed with:	On this date:
_____ Via telephone/fax/email (circle as appropriate)	_____ By TEA staff person:

<b>Schedule #2—Required Attachments and Provisions and Assurances</b>	
County-district number or vendor ID:      057-905	Amendment # (for amendments only):
<b>Part 1: Required Attachments</b>	
No program-related <u>or</u> 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 <a href="#">General and Fiscal Guidelines</a> , Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.	
<b>Part 2: Acceptance and Compliance</b>	

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

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

County-district number or vendor ID: 057-905

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: 057-905

Amendment # (for amendments only):

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

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

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

County-district number or vendor ID: 057-905

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"> <li>● Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>● Attendance data will be entered daily or weekly.</li> <li>● Exception reports and data corrections will be completed and reviewed by the project director</li> <li>● Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057-905	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

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

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

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

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

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

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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 057-905			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057-905	Amendment # (for amendments only):
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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Dallas ISD and Dallas Afterschool are jointly submitting an application for a 2018-19 Texas 21<sup>st</sup> CCLC, Cycle 10, Year 1, grant. Funds from this grant will support what we have branded the Dallas Afterschool Centers on Education Program, or **Dallas ACE** (in alignment with Texas ACE), which will consist of afterschool and summer programming at ten Dallas ISD elementary schools. As part of Dallas ACE, Dallas ISD will serve as the fiscal agent and Local Educational Agency (LEA) and Dallas Afterschool – a nonprofit with over a decade of Out-of-School-Time (OST) experience – will provide supplemental services as a partner organization. Dallas ACE programming will be guided by our theory of change – that targeted, evidence-based interventions increase program quality and higher quality programs improve academic and social outcomes for students. Research shows that OST programs yield better student outcomes when partnered with an intermediary organization, and Dallas Afterschool will provide this expert intermediary service for Dallas ACE.

We have chosen the 10 Dallas ACE sites based on rigorous research around program demand and school performance. Dallas Afterschool conducted a study using 72 demographic variables to locate the ten highest priority areas in Dallas County for expanded access to afterschool seats for low-income children. In addition, according to STAAR performance results, the reading proficiency scores for all 10 campuses fell below the average state percentage (71%), while 6 of the 10 campuses fell below the average district percentage (61%) for “Approaches Grade Level.” All campuses are highly economically disadvantaged and 4 are 2017-2018 TEA Focus Schools. Dallas ACE afterschool programs will run 5 days/week, 3 hours/day in the school year, while summer programming will run 4 hours per day, 4 days per week, for 6 weeks. Staff will include a Project Director, a Family Engagement Specialist, 10 Site Coordinators, a part-time Data Specialist, and Dallas ISD teachers as frontline staff. Based on a needs assessment, programming will focus on literacy, supplemented with cultural enrichment, physical fitness, and STEM activities (select STEM activities will invite volunteer involvement from local IT corporations.) All Dallas ACE staff will receive training from Dallas Afterschool to integrate Social and Emotional Learning (SEL) curriculum and strategies into all programming. The Family Engagement Specialist will work with Dallas ISD’s Communications Services Department to disseminate information to parents and use the district’s multi-media (and dual language) capabilities to invite parents to give feedback and participate in activities and events. Through the district and service providers, parents can access a range of support services, including job readiness, dual language literacy, computer literacy, and SEL support. The district will also enlist dual language staff and parent volunteers to assist with parent outreach.

For literacy activities, Dallas ISD will use its own certified literacy instructors during the school year, and all staff will attend Dallas Afterschool literacy trainings. Additionally, Dallas Afterschool will enroll all sites in its Tackle Summer Slide program, which has a proven history of success by combining small group work using certified literacy instructors with personalized iStation activities for students. The key objectives of the Dallas ACE program are to improve student standardized test scores; reduce disciplinary referrals; promote on-time grade advancement; increase school attendance; promote career competencies (through computer and coding activities); and engage parents and families. To ensure continuous program improvement, Dallas Afterschool will enroll each site in its flagship service, the Program Quality Initiative (PQI), which already provides over 750 staff at 180 afterschool programs in Dallas County with coaching, training, resources, and assessments. Following each assessment, a Dallas Afterschool Quality Advisor will work with Site Coordinators and frontline staff to develop a Continuous Improvement Plan (CIP) for each site.

For sustainability, we have included a letter of support from district board members. We will also form an OST Advisory Council to enhance community awareness and fundraising opportunities. The best way to promote sustainability is through proven program success. Dallas ACE will incorporate a 3-tiered evaluation approach. Dallas ISD’s Office of Evaluation and Assessment will collect and evaluate student-level data; Dallas Afterschool will collect program-level data; and an independent evaluator will facilitate the annual reporting process to TEA. Additionally, all sites will be enrolled in Dallas Afterschool’s Student Outcomes Project (SOP). Through SOP, Dallas Afterschool partners with SMU’s Center on Research and Evaluation (CORE). This year, CORE’s research yielded statistical proof that Dallas Afterschool consulting services really do improve program quality, and students in these programs outperform their matched peers on state standardized tests, providing evidence to support our theory of change. Finally, Dallas ACE will also leverage existing OST services and departments, such as the Extended Learning Department, and use the district Transportation Department to provide bus transportation to and from all program sites.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 057-905			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,083,979	\$	\$1,083,979
Schedule #8	Professional and Contracted Services (6200)	6200	\$280,980	\$	\$280,980
Schedule #9	Supplies and Materials (6300)	6300	\$43,500	\$	\$43,500
Schedule #10	Other Operating Costs (6400)	6400	\$20,000	\$	\$20,000
Schedule #11	Capital Outlay (6600)	6600	\$ 0	\$	\$
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,428,459	\$	\$1,428,459
Percentage% <u>indirect costs</u> (see note):			N/A	\$71,429	\$71,429
<b>Grand total of budgeted costs (add all entries in each column):</b>			<b>\$1,428,459</b>	<b>\$71,429</b>	<b>\$1,499,888</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,499,888
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$74,994

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

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

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

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<b>Schedule #7—Payroll Costs (6100)</b>			
County-district number or vendor ID: 057-905		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$56,000
5 Site coordinator (required)	10		\$420,000
6 Family engagement specialist (required)	1		\$45,000
7 Secretary/administrative assistant			\$
8 Data Specialist (.5)		.5	\$24,000
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
<b>Auxiliary</b>			
1 Counselor			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
1 ESC specialist/consultant			\$
4 ESC coordinator/manager/supervisor			\$
5 ESC support staff			\$
<b>Other Employee Positions</b>			
1 Title			\$
Subtotal employee costs:			\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
2 6112 Substitute pay			\$
4 6119 Professional staff extra-duty pay			\$375,000
5 6121 Support staff extra-duty pay			\$
6 6140 Employee benefits			\$163,979
Subtotal substitute, extra-duty, benefits costs			\$
<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$ 1,083,979</b>

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

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 057-905		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional development to strengthen academic instruction to improve language development and literacy proficiency	\$7,500
2	Staff training and activities to help students develop/strengthen social-emotional skills to be successful in school, at home, and in life	\$33,910
3	Training to implement activities that increase STEM literacy for all program participants	\$5,000
4	Enrichment activities including, but not limited to, arts, music, youth development activities, service learning, nutrition and health education, drug and violence prevention programs, physical fitness and wellness programs	\$100,000
5	Instructor coaching, Quality assessment, student outcome project	\$42,320
6	Independent evaluator	\$7,500
7	Training, instruction, and activities to tackle summer slide	\$84,750
8		
9		\$
1		\$
0		\$
1		\$
1		\$
2		\$
1		\$
3		\$
1		\$
4		\$
<b>b. Subtotal of professional and contracted services:</b>		\$ 280,980
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		\$

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 057-905		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:	\$ 43,500
<b>Grand total:</b>		<b>\$ 43,500</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 057-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412 /649 4	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval: Travel budget for staff to attend required conferences, training, and project meetings		\$14,000
Remaining 6400—Other operating costs that do not require specific approval: Bus transportation		\$6,000
<b>Grand total:</b>		<b>\$20,000</b>

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

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

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 057-905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$ 0</b>

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

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Schedule #14—Management Plan				
County-district number or vendor ID: 057-905			Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1	Project Director	Master's Degree in Education or Social Science; 5 years afterschool experience working with at-risk students; 3 years' experience working with state/federally funded grants; oversee program staff, operations and the implementation of programs and processes; keen understanding of Dallas ISD's & TEA purchasing, budget, and contract procedures; computer proficient in applications used in the District including Oracle, BAUI, & Microsoft Apps		
2	Site Coordinator(s)	Bachelor's degree/Associate's degree in Early Childhood Education, Child Development, or equivalent years of experience in child-care field; 3 years' experience working with at-risk students; demonstrated ability to manage school-age afterschool program, supervise staff and school; certified in CPR, AED and Basic First Aid and Emergency Oxygen		
3	Family Engagement Specialist	Bachelor's Degree in Education, Social Science, or directly related field; 3 years' experience of working with at-risk students and parental involvement initiatives; knowledge of scientifically-based family and adult program/curriculum; 2 years of directly related experience in parent and community engagement programs		
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1	Improve Academic Performance	1. Target and recruit students for academic interventions.	08/27/2018	05/29/2019
		2. Weekly literacy support from certified instructors.	08/27/2018	07/31/2019
		3. Ensure Activities are TEKS aligned.	08/27/2018	07/31/2019
2	Improve Student Attendance	1. Survey students to incorporate youth voice in activity choices.	08/27/2018	05/29/2019
		2. Provide Dallas Afterschool training to staff on student engagement.	08/20/2018	05/29/2019
		3. Publicize 45-day afterschool participation as a shared goal.	08/27/2018	05/29/2019
3	Increase Social/Emotional Well-Being	1. Train and coach all staff on SEL (CASEL) model.	08/20/2018	05/29/2019
		2. Implement SEL-aligned curriculum and instruction.	08/27/2018	07/31/2019
		3. Target/track students based on Student Discipline System (SDS).	08/27/2018	07/31/2019
4	Improve Promotion Rates	1. Target and recruit students for academic interventions.	08/27/2018	05/29/2019
		2. Target and recruit for summer academic interventions.	01/18/2019	07/31/2019
5	Increase Family Involvement	1. Provide a minimum of two parent programs monthly (e.g. adult literacy, parenting, SEL modeling).	09/06/2018	07/31/2019
		2. Attract a minimum of 30% parent participants per site based on regular student target.	08/27/2018	07/31/2019
		3. Provide parent/student shared activities.	08/27/2018	07/31/2019
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>				

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):
<p><b>Statutory Requirement 1:</b> 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. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b></p> <p>Dallas ISD and Dallas Afterschool conduct ongoing research on demographic and academic trends in Dallas County and elsewhere. Currently, 31% of children in Dallas live in poverty, representing the third-highest rate of childhood poverty in the U.S. In Dallas ISD, 90% of students are low income, while in Dallas County there are currently 100,000 kids, ages 5-14, home alone between the hours of 3 and 6 pm due to a lack of access to afterschool care. Since 2007, Dallas Afterschool's mission has been to improve the quality and availability of afterschool programs in Dallas County. Dallas ISD already collaborates with Dallas Afterschool through the After the Bell Alliance (ATBA), a coalition spearheaded by Dallas Afterschool that uses data and partnerships to build a sustainable system of citywide afterschool programs in targeted low-income areas, thereby offering support to working families.</p> <p>In October 2017, ATBA contracted a nonprofit urban design firm called [building communities]Workshop to gain a better understanding of the barriers to accessing free and low-cost afterschool programs in Dallas. The study found that there are only enough low-cost seats to serve 17% of low-income students in Dallas County. To locate the highest priority neighborhoods, [bc]Workshop mapped Dallas County according to 72 demographic variables, which it grouped into five primary components – Existing Afterschool Environment, Current Neighborhood Conditions, Local School Environment, Accessibility and Proximity, and Change in Neighborhood Conditions. The resulting report identified the ten highest-priority neighborhoods based on a combined and weighted score of all five demographic components. These neighborhoods contain some of Dallas' poorest communities, including, among others, Pleasant Grove. In addition, the study found that in general Southern Dallas had a far greater need for increased access compared to North Dallas, due largely to its greater levels of poverty.</p> <p>Equipped with this data, Dallas ISD and Dallas Afterschool have chosen to submit this grant application to support 10 new Community Learning Center's on 10 carefully selected Dallas ISD elementary campuses. Five of these centers are located in the Pleasant Grove area of Dallas, which contains three of the top ten highest priority tracts identified in the study. In Pleasant Grove, there are only 380 free or low-cost seats to serve 8,591 children aged 14 and under. Of the remaining five CLCs, one is located in the Seagoville area and the others are in Southern Dallas communities, which the study also identified as in very high need for expanded afterschool access. Additionally, according to 2016-17 STAAR performance results, the reading proficiency scores for all ten campuses fell below the average state percentage (71%), while six of the ten campuses fell below the average district percentage (61%) for "Approaches Grade Level."</p> <p>For program design, we have taken the academic and social and emotional needs of Dallas ISD students into account. According to a recent community scorecard issued by the Commit Partnership – a community advocacy and data collection agency – only 40% of third graders in Dallas ISD read at grade level, while only 41% of fourth graders meet state standards in grade level math. Our afterschool programs will use district staff, contracted service providers, STEM instructors, and a cadre of teachers trained in literacy intervention to provide targeted activities for Dallas ACE students. In addition, through an initiative already underway and funded by the Wallace Foundation and New York Life Foundation, Dallas Afterschool and Dallas ISD have spent a year integrating Social and Emotional Learning (SEL) strategies into a cohort of pilot schools and afterschool programs. These programs serve some of our community's most vulnerable youth, many of whom live in what researchers call the "toxic stress of poverty." Recent studies have shown that high levels of stress resulting from poverty, violence, or malnutrition have significant negative impacts on student success in school and in life. Toxic stress affects the ability to retain information and to focus and has long lasting repercussions on impulse control, decision-making, substance abuse, and unemployment (Garner et al, "The lifelong effects of early childhood adversity and toxic stress, <i>Pediatrics</i>, 2012). By providing staff with SEL teaching techniques, and by assessing students using the nationally recognized Devereux Student Strengths Assessment (DESSA), we identify and intervene with at-risk students before they develop behavioral issues that threaten their academic and personal success.</p>	

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

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, 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. 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.

For this Dallas ACE program, Dallas ISD will serve as the fiscal agent and Local Educational Agency (LEA) that will receive funds under Part A of Title I and Dallas Afterschool will provide supplemental services as a partner organization.

Dallas Afterschool is a local 501c3 nonprofit organization whose mission is to increase the quality and availability of afterschool and summer programs in Dallas County. Dallas Afterschool's vision is that all students will have access to quality Out-of-School Time (OST) that promotes their intellectual, emotional, and creative development in a safe and nurturing environment. Dallas Afterschool was formed in 2007 in response to a study entitled "Today's Children, Tomorrow's Communities: 2006 After-School Program Assessment," which found that no unifying agency existed to facilitate communication, learning, or information exchange among the hundreds of nonprofit afterschool agencies in Dallas. The study concluded that staff training was the most needed resource for afterschool and summer providers. For the last eleven years, Dallas Afterschool has led its community in offering these providers a critical backbone of support through education, evaluation, and advocacy. Its theory of change is that targeted, evidence-based interventions increase program quality and higher quality programs improve academic and social outcomes for the children they serve.

Under the terms of this partnership agreement, Dallas ISD will provide on-campus facilities, transportation, staffing, and student-level evaluations for afterschool and summer programs at all ten centers, while Dallas Afterschool will provide quality consulting (coaching and training), site-level quality and safety assessments, and resources to program staff. In this regard, the issue of quality is of paramount importance. Research indicates that students who attend low or average-quality Out-of-School-Time (OST) programs show no difference in academic outcomes compared to students who attend no program at all (Scarupa, ed., "Practices to Foster in Out-of-School Time Programs," *Child Trends*, 2010; Durlak & Weissberg, "The Impact of Afterschool Programs that Promote Personal and Social Skills," *CASEL*, 2007). Without assistance of a backbone or intermediary agency, afterschool programs often struggle to attain high levels of quality because they lack the materials and resources that are typically available to schools.

Since 2010, Dallas Afterschool's Program Quality Initiative (PQI) has filled these gaps, and it now provides coaching, training, evaluation, and resources to 750 staff at 180 free and low-cost afterschool programs that reach more than 14,000 low-income students in Dallas County. Through PQI, Dallas Afterschool improves teaching skills and student performance in a variety of areas, from Literacy and STEM to Social and Emotional Learning (SEL). Dallas Afterschool already provides PQI services to 90 afterschool sites on Dallas ISD campuses, and this grant will allow us to grow this partnership with the goal of increasing the number of high-quality seats for low-income students in Dallas. Because the partnership includes services Dallas Afterschool already provides, we plan to sustain the partnership beyond the grant period. Through a pre-existing research partnership, Dallas Afterschool also works with the Center on Research and Evaluation (CORE) at SMU to evaluate the impact that its quality consulting service has on both afterschool program quality and student achievement. Dallas Afterschool will conduct this evaluation work with the 10 Dallas ACE campuses in addition to the work done by the independent evaluator that Dallas ISD will hire to meet TEA requirements under the terms of this grant. The services provided by Dallas Afterschool will also supplement the services provided by TEA and its contractors.

It should also be noted that Dallas Afterschool and Dallas ISD have another ongoing partnership through the After the Bell Alliance (ATBA), which focuses on increasing accessibility by using data and partnerships to build a sustainable system of citywide afterschool programs in targeted low-income areas. ATBA represents a public-private collaboration that also includes 24 area nonprofits, the City of Dallas, Dallas Parks and Recreation, the Dallas Regional Chamber, and community stakeholders. As mentioned in Schedule 16, Requirement 1, it was largely through this partnership that Dallas ISD selected the campuses presented in this grant application, as they are located in communities that ATBA identified as most in need of increased afterschool and summer programming.

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

County-district number or vendor ID: 057-905

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.**

Numerous studies have found that in order for afterschool and summer programming to positively affect student performance, attendance, discipline, and advancement, programs must attain certain levels of quality and must ensure regular program attendance for students.

One of the primary focuses of Dallas ACE will be to improve state standardized test scores in reading. Reading is the process of constructing meaning from print. A key goal for all literacy instruction is fostering a love of reading in the students. Nevertheless, it is imperative that in moving towards this goal, students are also able to demonstrate strong performance on local, state, and national assessments of reading ability. According to one study, the quality of literacy instruction at afterschool sites increases with participation in a Continuous Quality Improvement (CQI) program, while children exposed to high-quality literacy instruction show more gains in reading than those exposed to low-quality literacy instruction (Sheldon et al, "Investing in success: Key strategies for building quality in after-school programs," *American Journal of Community Psychology*, 45(3-4), 2010). These CQI services include the provision of targeted staff training, on-site coaching, and ongoing data collection and analysis. Dallas Afterschool will provide all of these services as part of its Program quality Initiative (PQI), which offers a Continued Improvement Plan (CIP) tailored to the needs of each specific Dallas ACE site. Further, by providing what we have found to be the proper dosage of mixed methods literacy intervention – using Istation software and certified literacy instructors – we have designed this program to improve reading scores on the STAAR test.

To improve student attendance, reduce discipline referrals, and promote grade advancement, Dallas ISD and Dallas Afterschool will provide Dallas ACE staff with training and coaching on Social and Emotional Learning (SEL) skills and provide a pre-chosen SEL curriculum for students. SEL activities will be woven into all aspects of afterschool and summer programming, including academic instruction, physical fitness, and even snack time. Over the last three years, based partially on a growing awareness of SEL skillsets in promoting youth well being and partially on evolving funding priorities, Dallas Afterschool has begun to integrate SEL techniques into its quality consulting services, specifically through group training sessions for partner staff. This experience has revealed the importance of more effectively training teachers and afterschool staff to have meaningful conversations with students. Research has shown that one of the most important components of SEL interventions is cultivating resiliency in youth, and resiliency develops from positive relationships with caring and committed adults (Varela, Kelcey, Reyes, *World Bank Education Notes Series*, Dec. 2013). Many students do not find these relationships at home, and they need access to adults who know how to discuss difficult emotions and to model practices for overcoming adverse situations. Even when an afterschool program may implement SEL curriculum, staff must have the skills necessary to respond to students and to be authentic in these conversations. They also must know how to address in a supportive and non-dismissive way any traumatic issues that arise in these conversations.

Finally, although the afterschool and summer programs in this grant application will serve elementary school students, they will still work to address career competencies, as Dallas ISD's STEM Department will provide computer coding and robotics activities for students. These activities will be supplemented by Dallas Afterschool's Wonder Kits, which are essentially afterschool STEM lessons in a box (see Schedule 16, Requirement 4). The issue of STEM skills is particularly acute in our city in the present moment. A recent study by JP Morgan Chase found that there are currently 960,000 middle-skill jobs in the DFW area (29% of all total positions) and nearly 42,000 new middle-skill jobs added every year. The same study found that the core STEM skills required for middle-skill work in healthcare and IT – the two largest middle-skill sectors – can also prepare individuals for entry into other sectors and careers. Despite these opportunities, however, employers report challenges filling middle-skill positions throughout DFW. In healthcare, for instance, the study found that middle-skill job openings are taking up to 50% longer than the regional average to fill due to a lack of qualified applicants ("Strengthening Dallas-Ft Worth – Building a Middle-Skill Pipeline to Sustain Economic Growth and Expand Opportunity," *New Skills at Work*, JPMorgan Chase & Co., 2015). The basic computer and STEM skills learned in the Dallas ACE program will provide a platform for more advanced computer skill acquisition in middle school and high school.

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

County-district number or vendor ID: 057-905

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.**

For the Dallas ACE program, Dallas Afterschool will provide a holistic support system to ensure program quality. There is a growing recognition across disciplines that effective curricula or program models are necessary but not sufficient for scaling best practices (Wandersman et al, "Evidence-based interventions...", *American Journal of Evaluation*, 2016); it is also increasingly apparent that taking truly effective work to scale requires an array of implementation supports that directly influence whether the provision of programming is of sufficient quality to produce intended outcomes (Vandell, "Afterschool program quality and student outcomes," *Expanding Minds and Opportunities*, 2013). These supports often come in the form of intermediary organizations that provide trainings, provision of tools, technical assistance or coaching, and evaluation, including continuous quality improvement (Wandersman, Chien, Katz, "Toward an Evidenced-based System...", *American Journal of Community Psychiatry*, 2012). For this Dallas ACE program, Dallas Afterschool will serve as the intermediary, or backbone organization, that provides these services.

Each of the ten CLCs in Dallas ACE will participate in Dallas Afterschool's Program Quality Initiative (PQI), which uses research-based best practices to improve program quality and positively affect student outcomes. PQI includes group trainings, one-on-one coaching, safety and quality assessments, and resources. PQI begins in the fall semester with an annual safety and quality assessment using the Afterschool Quality Advancement (AQuA) tool. Dallas Afterschool developed AQuA with support from the New York State Afterschool Network based on research from the Weikart Center for Youth Program Quality and the National Institute of Out of School Time at Wesley University. AQuA assesses programs on 10 basic elements comprised of 74 total indicators of afterschool quality. The ten elements include: 1) Environment and Climate; 2) Relationships; 3) Programming & Activities; 4) Administration & Organization; 5) Staffing & Professional Development; 6) Linkages between Day & Afterschool; 7) Youth Participation & Engagement; 8) Parent, Family, & Community Partnerships; 9) Program Sustainability & Growth; and 10) Measuring Outcomes & Evaluations.

Sites that pass all ten elements are recognized as "Certified" by Dallas Afterschool, meaning they provide the highest level of quality for their students. For this grant, Dallas Afterschool will assign all 10 CLC sites a dedicated Quality Advisor, who reviews each site's AQuA assessment, develops a Continuous Improvement Plan (CIP) based on the assessment, provides site-specific one-on-one staff coaching, and leads group trainings for staff from many different sites. The trainings are tied to specific elements of AQuA as well as academic and behavioral topics, such as Literacy, STEM, and Social and Emotional Learning (SEL). Additionally, Dallas Afterschool will enroll all ten sites in its Tackle Summer Slide program, which provides access to Istation software for students, literacy trainings for staff, and small group work with certified literacy instructors. Over the past four summers, this combination of methods and dosage has proven to prevent the phenomenon of summer slide in 71% of participating low-income students.

Finally, through PQI, sites will gain access to Dallas Afterschool's library of unique and hands-on activities called Wonder Kits – essentially afterschool lessons in a box. Wonder Kits provide a variety of stimulating and easily accessible activities that nurture curiosity and teamwork with only ten minutes of prep time. Dallas Afterschool began developing Wonder Kits in 2015 in order to help partners generate student enthusiasm for STEM skills, as afterschool and summer programs typically lack the materials, money, and manpower to implement quality STEM activities. Wonder Kits include easy-to-follow instructions as well as links to five-minute introductory videos for instructors. They operate with the most basic ingredients, cost less than \$10 to assemble, serve kids of all ages, and engage up to 25 students at a time. In the 2017-18 academic year, 98% of partner staff surveyed responded that Wonder Kits gave them increased confidence in delivering STEM lessons to their students.

By teaching STEM skills without mimicking the textbook-style learning of the school day and by encouraging students to work collaboratively to achieve a common objective, Wonder Kits render abstract STEM notions relatable to the practical and workplace environments. At the same time, Dallas Afterschool designs Wonder Kits with school performance in mind. By tying each Wonder Kit lesson directly to the educational rubrics of Texas Common Core, TEKS, and Next Generation Science Standards, Dallas Afterschool helps students apply the skills they learn in an afterschool setting back into the classroom itself, ultimately improving their academic performance.

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

County-district number or vendor ID: 057-905	Amendment # (for amendments only):
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**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use **Arial font, no smaller than 10 point.**

Dallas ACE programming is informed by research findings that students benefit most from programs that provide a variety of activities and a welcoming environment. A key aspect of quality is the subjective experience of youth participants. Researchers summarize the quality of students' experiences in afterschool as occurring through positive interactions with program staff, program peers, and engaging program activities (Vandell, *Afterschool program quality and student outcomes*, 2013). There is also abundant evidence that a mixed approach, of providing social, athletic, and academic activities, has demonstrated positive academic effects (Lauer et al, "Out-of-school-time programs: A meta-analysis of effects for at-risk students," *Review of Educational Research* 76/2, 2006).

With these findings in mind, Dallas ACE will focus programming primarily on literacy, but it will supplement this focus with a variety of activities to ensure OST programming does not overly resemble school hours and thus come across as punitive in nature. Dallas ISD has chosen to focus on literacy because it is one of our identified areas of improvement and because research has shown that OST programs can have positive effects on the achievement of at-risk students in particular and that targeted small group tutoring has particularly clear impacts on reading outcomes (Lauer et al, 2006).

For afterschool, programming will run three hours per day, five days per week, throughout the school year. For summer school, programs will run 4 hours per day, 4 days per week (Monday through Thursday), for 6 weeks. Program staff will begin each day by taking attendance (which is used to measure and collect data on dosage). Students will receive a nutritious snack and then divide into appropriate grade levels; instruction will be grade appropriate. For literacy instruction in afterschool, Dallas ISD will use a cadre of teachers trained in literacy intervention to provide instruction during the school year (and these instructors will receive additional SEL training from Dallas Afterschool), while Dallas Afterschool will provide certified literacy instructors during the summer. Literacy intervention will include a systematic approach that consists of listening, speaking, phonics, comprehension, and writing. Research states that students cannot comprehend what they cannot read with automaticity. Therefore, no reading intervention can achieve success without addressing students' problems with phonics and decoding. Dallas ACE will pair systematic direct instruction on phonics patterns and sight words with repeated readings in order to build automaticity. Activities will include a mixed-methods approach that combines small group work with individualized student work on Istation software. Dallas Afterschool has found through its Tackle Summer Slide program that this mixed-methods approach helps to reverse national research findings indicating that low-income children lose more than two months in reading achievement over the summer (McLaughlin and Smink, "Why Summer Learning Deserves a Front-Row Seat..." *New Horizons for Learning*, 2010). Dallas ISD will also provide at least one bilingual literacy instructor to assist in implementation with ESL students.

Programming will also include age-appropriate STEM, enrichment, and SEL activities. Dallas ISD has a STEM Department that provides robotics, coding activities, and an annual STEM Expo – the largest in Texas – allowing students from the district to compete in activities and gain exposure to local STEM providers and corporations. Second, a local service provider will offer enrichment programs with a slate of offerings, such as dance, fine arts, martial arts, folk arts, poetry, chess, and physical fitness. The provider has a pool of trained, bilingual instructors for all these exercises. Third, Dallas Afterschool and Dallas ISD will extend their current SEL partnership into the 10 Dallas ACE sites. Dallas Afterschool Quality Advisors will help staff weave SEL activities into all programming. Sites will use a predetermined curriculum to encourage positive interactions among students, between students and staff, and among staff.

Finally, to engage parents, Dallas ISD has an Office of Family and Community Engagement. To kick off each summer, the Department hosts an event that advertises all summer programs, including the ten Dallas Ace sites, and community events and helps parents enroll kids on site. In addition, Dallas ACE sites will offer family activities at school and in the community during non-school hours; contract a Dallas ISD approved vendor to host a monthly family literacy session; and host a language exchange class in which parents can learn conversational Spanish and/or English. A local service provider for arts and culture will host campus events in which parents and students read together and attend a book giveaway. Centers will also host or advertise district-vetted parent mentoring programs on topics such as adult literacy, computer literacy, GED/SEL classes, resume writing, job interviews and workforce readiness, wellness/healthy nutrition, communicating effectively with children, building strong relationships, and single parenting and grand-parenting.

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

County-district number or vendor ID: 057-905	Amendment # (for amendments only):
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**Statutory Requirement 6:** Describe the applicant’s plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD has a Communications Services Department to disseminate district information effectively and in a timely manner to its 160,253 students and their parents and to over 20,000 staff employees. Dallas ISD uses a variety of methods, including six officially sanctioned social media platforms, to communicate internally with staff and externally with parents, partners, and stakeholders. The district website, [www.dallasisd.org](http://www.dallasisd.org), serves as the main source for district information with links to all departments, including Extended Day Services. Additionally, Dallas ISD News & Information publishes *The Hub* newsletter that connects the community with all of the exciting events occurring in the district.

To disseminate information about the Dallas ACE program on a district level, Dallas ISD will develop a dedicated Dallas ACE website. Dallas ISD will also send monthly e-newsletters to inform department staff and grant partners about pertinent dates, events, and program achievements. The Dallas ACE Project Director will conduct frequent visits to each Dallas ACE site to align in-school campus goals with afterschool programmatic planning. The Project Director will also coordinate bi-weekly meetings between local service providers, Dallas Afterschool, and instructional teams as a way to measure success and maximize the resources of partners.

To disseminate information to parents about specific Dallas ACE sites at a campus level, each of the 10 sites will use robocalls, campus blasts, and campus newsletters. In addition, the Dallas ACE Family Engagement Specialist will work with the Project Director to create a Family Engagement Calendar; they will also send home with each student a dual language newsletter that will share information about academic and SEL activities that parents can implement at home. These activities will help students set a schedule to manage homework assignments and to negotiate difficult or stressful situations that may arise in school, afterschool, summer school, or elsewhere. The Family Engagement Specialist will also develop a dual language Parent Interest Survey, which will assist in the development of a parent involvement plan for the year. This plan will consist of diverse, educational, and enriching classes and workshops. If parents do not return the surveys and we lack sufficient data to determine parent interest, Dallas ISD will establish a dual language call center consisting of staff and parent volunteers in the evening and on weekends to personally reach out to parents. The volunteers will give parents information about the Dallas ACE program and discuss how it will benefit both students and families. The volunteers will also invite parents to share their concerns and express what they would like to see in program design and outcomes. If necessary, volunteers will participate in community walks to distribute literature and information about upcoming program events.

Dallas ACE Site Coordinators will collaborate with school administrators to use the school messenger and the school marquee to notify parents of upcoming events, while staff will design flyers to send home with students and to place within the community at neighborhood libraries, local businesses, and residences where students live. Participating schools will also host competitions to reward the grade level that garners the most parent attendance and involvement. Each Dallas ACE site will disseminate information to parents about how and where to participate in district-vetted classes that will help further their academic, professional, and personal advancement (as described in Schedule 16, Requirement 5).

As a partner organization, Dallas Afterschool will also disseminate information by emailing its supporters and funders, posting the grant award on its website, informing its partner programs, highlighting the program in its annual fundraiser, and publicizing information in its annual report and monthly newsletters, which will include articles about site progress and the latest data on program quality.

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

County-district number or vendor ID: 057-905

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.**

For afterschool programs, all Dallas ACE sites are located on elementary school campuses, meaning we will not need to transport students from feeder schools. As a result, transportation will only include bussing students home after the program is over. For all ten Dallas ACE campuses, each school bus will make its normal route after the school day ends and then return to the campus by 6 pm to pick up students in the afterschool program and transport them home. The Dallas ISD Transportation Department will provide this service at no cost to students and no added cost to the district. No grant funds will be used for afterschool transportation, except on 2-3 days during the school year when buses will not have turnaround service.

All Dallas ACE summer programs are located at participating elementary schools. For three weeks of summer programming, Dallas ISD will provide morning and afternoon transportation to and from students' residences to the campus as part of its preexisting School Success Initiative (SSI), or summer school program (which is for students who do not pass their STAAR exams). In this period, Dallas ISD will not use grant funds to transport students. For the remaining three weeks when SSI is not in session, the district will use grant money to transport students to and from sites in the morning and afternoon, respectively, four days per week.

Students are also allowed to walk or arrive by private car. At the end of the school day, children will only be released to adults previously authorized by the parents during the enrollment process. Staff will check picture identification to ensure proper authorization and require the authorized adult to sign the child out. The district requires that students walking home have signed permission from their parents.

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

County-district number or vendor ID: 057-905

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.**

Dallas Afterschool will recruit volunteers for Dallas ACE from corporations with which it already partners. Dallas Afterschool engages roughly 50 volunteers annually, including volunteers from Fluor Corp, Vizient, TI, and a leading computer company. Volunteers work for 3-4 hours at a time and help assemble Dallas Afterschool's proprietary STEM lessons, or Wonder Kits, which Dallas Afterschool provides at no cost to its partner sites. Volunteers also may participate alongside students in performing these Wonder Kit activities, which include fun and engaging activities like building model bridges or balloon skyscrapers. For this grant, Dallas Afterschool will invite volunteers specifically to the Dallas ACE campuses listed in this application.

As mentioned in Schedule 16, Requirement 6, to disseminate information to families the district may establish a dual language call center with staff and parent volunteers in the evening to personally reach out to parents who do not respond to surveys sent home with students. If necessary, volunteers will also participate in community walks to distribute literature and information about upcoming program events and to solicit parent feedback.

To provide vetting for all volunteers, Dallas ISD has a program called VOLY. In the interest of children's safety and security, state law and district policy require that all Dallas ISD volunteers (students between age 13-17 and district employees are exempt) complete the district's volunteer application, which includes a Criminal Record Check. Applications must be renewed each school year.

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

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In order to ensure sustainability, Dallas ISD has included signed letters of support from the following Dallas ISD Trustees: Joyce Foreman, Lew Blackburn, Jamie Resendez, Bernadette Nutall, and Board President Dan Micciche. These Trustees represent 100% of the students in the areas where Dallas ACE sites are located. The Board will also support the district's pursuit of supplemental funding after the grant period ends.

For this grant, Dallas ISD will re-establish its OST Advisory Council, which was originally established in 2009 but then folded in 2011. The OST Advisory Council will consist of a diverse group, including business interests, Dallas ISD staff, teachers, local funders, a Dallas Afterschool representative, and at least one district high school student. This Advisory Council will take the necessary steps to recruit additional members who will best serve the Council and will provide a diversity of opinions, backgrounds, and experience. For Dallas ACE, one of the Advisory Council's primary focuses will be to develop a long-term plan for sustainability of Dallas ACE sites. In concert with Dallas Afterschool and Dallas ISD, the Advisory Council will create a center-level logic model that includes continued program evaluation and improvement plans for each Dallas ACE site after the grant period ends. Dallas Afterschool has also committed to continuing its quality consulting, data collection, and program assessments beyond the grant period. Finally, Dallas ISD will continue to access state and TEA resources directed toward educating, supporting, and sustaining all 10 Dallas ACE sites.

After a more than a decade of experience in the OST field, Dallas Afterschool has found that one of the most important factors for ensuring program sustainability is proven program success. The data collected by Dallas ISD, Dallas Afterschool, and our partner service providers will help leverage community support by providing statistical evidence that Dallas ACE programs improve student outcomes. We anticipate high interest from the philanthropic, academic, and business communities in the successful implementation of this program. By demonstrating a strong positive correlation between this program and academic and SEL achievement, we believe we can secure additional grants and community partnerships to keep the services in place.

Part of the logic model created by Dallas Afterschool includes the following theory of change – targeted, evidence-based interventions increase program quality and that higher quality programs improve academic and social outcomes for the students they serve. Through its partnership with SMU's Center on Research and Evaluation (CORE), Dallas Afterschool already has statistical evidence to support this theory, and publication of this evidence is currently pending with a leading peer-reviewed journal. Through its Student Outcomes Project (SOP), Dallas Afterschool tracks the academic and SEL performance of students in its partner programs. At the beginning and end of each academic year, Dallas Afterschool's Research Manager and Research Associate collect student scores on the Devereux Student Strengths Assessment (DESSA), which is a nationally recognized teacher-based assessment for tracking student SEL growth. Through the existing partnership between Dallas ISD and Dallas Afterschool, Dallas Afterschool also monitors the standardized test scores in math and reading for students in its partner programs. Dallas Afterschool passes this information to its research partners at CORE, who compare the academic and SEL performance of these students with the performance of their propensity-matched peers who do not attend Dallas Afterschool partner programs.

Through this multiyear study, CORE has found that first and second graders who participated in Dallas Afterschool partner programs throughout the 2014-15 academic year scored on average in the 70th percentile in reading and the 68th percentile in math on state standardized tests in the following year. By comparison, their matched peers who did not participate in a partner program scored in the 45th percentile range. Additionally, third and fifth-grade students in Dallas Afterschool partner programs scored significantly higher than their matched peers on their state tests in math and reading over the same period. This evidence is striking, and Dallas Afterschool has seen how it can positively impact program sustainability. Equipped with similar results, programs can advocate for themselves and approach funders with confidence in their ability to help students. Funders and community supporters can see statistical evidence to illustrate the impact that high-quality programs have on student success; and as a result, funders are more likely to offer financial support to sustain programs. Resources provided by this grant will allow Dallas Afterschool and Dallas ISD to continue to track student outcomes at all 10 Dallas ACE sites and to further our understanding of how PQI correlates to program quality and program quality correlates to student outcomes.

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

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

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

Dallas ISD is working to create a coordinated system of comprehensive Out-of-School-Time learning for students. This system is supported by a collaboration of existing programs and resources dedicated to the education and social and emotional well being of its students. Dallas ISD has a wealth of resources to supplement Dallas ACE programming, including the following: a Psychological and Social Services Department to address physical, emotional, and social issues students may experience; a Youth and Family Centers Department that provides low-cost medical care through a partnership with Parkland Hospital; an Office of Family and Community Engagement that provides programs to engage parents and the community collaboratively for the overall improvement of academic achievement; a STEM Department that will help develop STEM curriculum for students; and an Extended Learning Opportunities Department, which coordinates activities and provides funding for salaries of already existing administrative staff who will also assist the Dallas ACE program.

These resources are all paid for with local, state, or federal funds (including Title I), and they already provide in-school and afterschool services. Dallas ISD will leverage these resources to assist in programming and curricular development for afterschool and summer programming at all ten Dallas ACE sites. The district will implement afterschool and summer programming to support the specific in-school objectives listed in this grant, but also ensure that programs and activities do not mimic those of the school day. Similarly, for summer school, programming will supplement a pre-existing summer program for students who did not pass their STAAR exams during the academic year. This program is called SSI and it already runs for three weeks during the summer; Dallas ACE will leverage the transportation, facilities, and activities provided by SSI to minimize costs and help to improve STAAR test scores for all participating students.

Dallas ACE will also leverage services and institutions throughout the City of Dallas, which boasts a strong system of libraries, parks and recreation, and cultural institutions to enrich OST learning. For example, the Parks and Recreation Department may provide team sports activities, initiating afterschool basketball and softball leagues on campuses, with campus leagues competing against one another.

By partnering with Dallas Afterschool, Dallas ISD will also gain access to a range of resources, including training and coaching for program staff, free licenses for Devereux Student Strength Assessment (DESSA) tests, biannual resource giveaways for programs, and Wonder Kit activity boxes, which offer fun and engaging STEM lessons for up to 25 students at a time. Dallas Afterschool already provides these services along with safety and quality assessments to 180 afterschool programs in Dallas County, and Dallas ACE will take advantage of the knowledge and expertise of Dallas Afterschool staff to extend these services to all ten sites without having to increase the actual size of its own staff.

Finally, through a new multiyear grant from the Better Together Fund, Dallas Afterschool is working with another afterschool nonprofit and SMU CORE to implement a single data collection system that will allow us to identify and scale best practices to drive program improvement on a systems level. We call this project the Expanded Learning Information System (ELIS). Once operational, this system will allow afterschool program providers, ISDs, nonprofits, funders, and researchers to access data on afterschool attendance, content-specific dosage amounts, and academic and social outcomes. Through ELIS, afterschool programs will be able to see students' school data in a streamlined way that meets legal and privacy standards, while funders will have access to common metrics and outcomes for various programs. Dallas ACE will leverage this service to help collect program and student data beyond the grant period.

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

County-district number or vendor ID: **057-905** Amendment # (for amendments only):

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

<b>C e n t e r 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Levels to be served (check all that apply):</b>	
	Birdie Alexander 1830 Goldwood Drive Dallas, TX 75232		<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> X Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> X K-2 <input type="checkbox"/> 9 <input type="checkbox"/> X 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 5 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	<b>057905235</b>				
	<b>Cost per student</b>	<b>\$752</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	<b>79</b>	<b>Parent/legal guardian target (in proportion with student target):</b>	<b>24</b>		
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	Campus name	N/A	N/A	N/A		
	9-digit campus ID number					
Estimated transportation time						
<b>C e n t e r 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Levels to be served (check all that apply):</b>	
	William Anderson 620 N. St. Augustine Dallas, TX 75217		<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> X >50.3% Students 'At Risk' per 2016-17 TAPR		<input type="checkbox"/> X Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> X K-2 <input type="checkbox"/> 9 <input type="checkbox"/> X 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 5 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	<b>057905104</b>				
	<b>Cost per student</b>	<b>\$750</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	<b>151</b>	<b>Parent/legal guardian target (in proportion with student target):</b>	<b>45</b>		
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	Campus name	N/A	N/A	N/A		
	9-digit campus ID number					
Estimated transportation time						
<b>C e n t e r 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Levels to be served (check all that apply):</b>	
	John Neely Bryan 2001 Deer Path Drive Dallas, TX 75216		<input type="checkbox"/> X 40% or higher economically disadvantaged <input checked="" type="checkbox"/> X 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> X Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> X K-2 <input type="checkbox"/> 9 <input type="checkbox"/> X 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 5 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	<b>057905114</b>				
	<b>Cost per student</b>	<b>\$752</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	<b>87</b>	<b>Parent/legal guardian target (in proportion with student target):</b>	<b>27</b>		
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	Campus name	N/A	N/A	N/A		
	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: 057-905		Amendment # (for amendments only):		
<b>C e n t e r 4</b>	<b>Name and physical address of center site:</b>	<b>The campus is (check all that apply):</b>	<b>Levels to be served (check all that apply):</b>	
	John Ireland 1515 N. Jim Miller Road Dallas, TX 75217	<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> X >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> X Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> X K-2 <input type="checkbox"/> 9 <input type="checkbox"/> X 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 5 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b> 057905161			
	<b>Cost per student</b>	\$752		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	105	<b>Parent/legal guardian target (in proportion with student target):</b>	30
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	Campus name	N/A	N/A	N/A
	9-digit campus ID number			
Estimated transportation time				
<b>C e n t e r 5</b>	<b>Name and physical address of center site:</b>	<b>The campus is (check all that apply):</b>	<b>Levels to be served (check all that apply):</b>	
	Ronald McNair 3150 Bainbridge Avenue Dallas, TX 75237	<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> X 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> X Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> X K-2 <input type="checkbox"/> 9 <input type="checkbox"/> X 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 5 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b> 057905264			
	<b>Cost per student</b>	\$752		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	132	<b>Parent/legal guardian target (in proportion with student target):</b>	39
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	Campus name	N/A	N/A	N/A
	9-digit campus ID number			
Estimated transportation time				
<b>C e n t e r 6</b>	<b>Name and physical address of center site:</b>	<b>The campus is (check all that apply):</b>	<b>Levels to be served (check all that apply):</b>	
	Pleasant Grove 1614 N. St. Augustine Road Dallas, TX 75217	<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> X 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> X >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> X Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> X K-2 <input type="checkbox"/> 9 <input type="checkbox"/> X 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 5 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b> 057905273			
	<b>Cost per student</b>	\$752		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	108	<b>Parent/legal guardian target (in proportion with student target):</b>	33
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	Campus name	N/A	N/A	N/A
	9-digit campus ID number			
Estimated transportation time				

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County-district number or vendor ID: 057-905

Amendment # (for amendments only):

<b>C e n t e r 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Levels to be served (check all that apply):</b>	
	San Jacinto 7900 Hume Dallas, TX 75227		<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> X >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> X Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> X K-2 <input type="checkbox"/> 9 <input type="checkbox"/> X 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 5 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057905207				
	<b>Cost per student</b>	\$752				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	94	<b>Parent/legal guardian target (in proportion with student target):</b>	28		
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	Campus name	N/A	N/A	N/A		
9-digit campus ID number						
Estimated transportation time						
<b>C e n t e r 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Levels to be served (check all that apply):</b>	
	Seagoville 304 N. Kaufman Street Dallas, TX 75159		<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> X 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> X Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> X K-2 <input type="checkbox"/> 9 <input type="checkbox"/> X 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 5 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057905208				
	<b>Cost per student</b>	\$751				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	136	<b>Parent/legal guardian target (in proportion with student target):</b>	40		
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	Campus name	N/A	N/A	N/A		
9-digit campus ID number						
Estimated transportation time						
<b>C e n t e r 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Levels to be served (check all that apply):</b>	
	T. G. Terry 6661 Greenspan Avenue Dallas, TX 75232		<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> X >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> X Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> X K-2 <input type="checkbox"/> 9 <input type="checkbox"/> X 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 5 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057905213				
	<b>Cost per student</b>	\$752				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	82	<b>Parent/legal guardian target (in proportion with student target):</b>	24		
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	Campus name	N/A	N/A	N/A		
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: 057-905		Amendment # (for amendments only):		
<b>C e n t e r 1 0</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>	
	Mark Twain 7624 Green Cove Lane Dallas, TX 75232		<input checked="" type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> X >50.3% Students 'At Risk' per 2016-2017 TAPR	
	<b>9-digit campus ID number:</b>	057905220	<b>Levels to be served (check all that apply):</b> <input type="checkbox"/> X Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> X K-2 <input type="checkbox"/> 9 <input type="checkbox"/> X 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 5 <input type="checkbox"/> 12	
	<b>Cost per student</b>	\$759		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	58	<b>Parent/legal guardian target (in proportion with student target):</b>	18
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	<b>Campus name:</b>	N/A	N/A	N/A
	<b>9-digit campus ID number</b>			
	<b>Estimated transportation time</b>			

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

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

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

Dallas ISD will use funds from this grant to hire one full-time Project Director, one full-time Family Engagement Specialist, one part-time Data Specialist, and ten full-time Site Coordinators (one Site Coordinator per site). Funds will also support the work of Dallas Afterschool, contracted service providers, one independent evaluator, and supplemental pay for Dallas ISD teachers who will work as frontline staff at each Dallas ACE site.

The Project Director will manage daily and overall operations for all ten sites, ensure compliance with grant requirements, and work with Site Coordinators and Dallas Afterschool to develop a Continuous Improvement Plan (CIP) for each site. The Project Director will also oversee the Family Engagement Specialist and Site Coordinators and maintain relationships with the state office, contractors and service providers, grant staff, and the independent evaluator.

The ten Site Coordinators will work with Dallas Afterschool to manage the design and implementation of all center-level activities. The Site Coordinators will oversee student recruitment, coordinate with the Family Engagement Specialist for parent outreach, collaborate with school day staff, monitor center level activities, coordinate staff trainings with Dallas Afterschool, and ensure compliance with federal and state laws and regulations

The Family Engagement Specialist will oversee the dissemination of information and coordinate literacy and other educational and development opportunities for parents and families (as described in Schedule 16, Requirements 5 and 6). The Family Engagement Specialist will also assist with site staff and contracted service providers in designing activities that attract families to participate in the program and will provide outreach and service referral to address family needs.

Dallas ISD will also hire a part-time Data Specialist who will collect information from all ten campuses; oversee the collection and entry of program- and center-level data within the designated TEA terms (fall, spring, summer, annual) and enter all required data into the TX21st system (the software that TEA uses to collect and disseminate data) in the timeframes requested by TEA. In addition, the district will pay an independent evaluator to collect student data in compliance with TEA guidelines.

For Dallas Afterschool, the included budget will cover costs of quality and safety assessments, training and coaching, data collection for the Student Outcomes Project (SOP), Wonder Kits activity training, and services provided by our Tackle Summer Slide program.

Through this staffing, partner, and contractor plan, Dallas ACE will operate with a clearly defined logic model that maximizes program quality in order to ensure the program fulfills its main objectives of improving student outcomes in academic and disciplinary aspects and engaging families and parents. All staff and partners will plan their activities based on the key objectives of the program. The Project Director and Dallas Afterschool will coordinate and analyze assessments of program quality in order to highlight what is working well, refine what needs improvement, and eliminate practices that are not supported by the data. Finally, the Project Director will work with the Data Specialist and Site Coordinators to receive real-time updates on student attendance and disciplinary referrals throughout the year in order to provide targeted intervention to at-risk students. Additionally, we will analyze student standardized test scores as soon as they are made available to ensure students have access to content-specific activities in their area(s) of greatest need.

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

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

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

Dallas ACE will implement a three-tiered approach to project evaluation. Dallas ISD's Office of Evaluation and Assessment and part-time Data Specialist will collect and evaluate student level data on an ongoing basis; Dallas Afterschool will collect and evaluate program level data on an ongoing basis; and an independent evaluator will facilitate the annual reporting process to TEA to fulfill the requirements of this grant. Dallas ISD and Dallas Afterschool will use all of this data to tailor specific Continuous Improvement Plans for each site. This evaluation plan is designed to offer further proof of our theory of change – that targeted, evidenced-base interventions increase program quality and that higher quality programs improve student outcomes.

Dallas ISD will comply with all state and local evaluation requirements. For data collection, Site Coordinators will collect student enrollment, attendance, and activity engagement data on a daily basis. The Project Director will review and approve that information on a weekly basis, possibly requiring amendments by Site Coordinators. The Family Engagement Specialist also reviews and approves parent engagement data on a weekly basis. This data will include parent attendance at trainings and pre- and post-training surveys that will be used to refine parent engagement strategies. This system results in a weekly process of accumulating verified, validated, and consistent program data that is suitable for term-end approvals in the TX21st system used by TEA. The Project Director will run reports from this system that provide actionable intelligence about delivery of the program to date. This process will result in a timely and accurate submission of quality data to TEA's system and will ensure district program leadership will have timely information that can be used to improve the ongoing delivery of the program. In coordination with Dallas ISD's Evaluation and Assessment Department and the Extended Learning Opportunities Department, the Project Director and Data Specialist will coordinate services to collect student information required for semester reporting such as grades in core content areas, attendance during the regular school day, student behavior reports and referrals, pre- and post-tests assessments for tutorials, and information related to coordinated funding. This information will be organized and submitted to TEA system per seasonal deadlines.

To facilitate the annual reporting process, an independent evaluator will request reports to be pulled from our databases to collect fall and spring semester math and English report card grades, fall and spring semester in-school attendance, spring STAAR exam reading and math scores, yearly matriculation, summer school attendance, and summer school activities. In addition, the evaluator will facilitate teacher surveys conducted in Spring 2019 to assess teacher-reported improvement in homework completion, class participation, and student behavior. We will coordinate with IT Services to create and post a dashboard on Dallas ISD's website to distribute aggregated student program information. Dallas ISD personnel and systems operate under FERPA-compliant policies that enable authorized and secure access to and transmission of regulated student data.

For program evaluation, Dallas Afterschool will implement its Program Quality Initiative (PQI), which offers coaching, training, resources, and assessments to partners, which will include all 10 Dallas ACE sites listed in this grant application. To collect data and assess and improve program quality and safety, Dallas Afterschool uses the Afterschool Quality Advancement (AQuA) tool, which assesses programs based on 74 indicators that are divided into ten basic elements of afterschool quality. Dallas Afterschool Quality Advisors use these assessments to develop Continuous Improvement Plans (CIPs) for each site. As previously mentioned, through a partnership with SMU and a pre-existing data-sharing agreement with Dallas ISD and Uplift Charter Network, Dallas Afterschool will also use Dallas ACE sites to continue to conduct its own ongoing research on the impact of quality OST programming on student outcomes. Dallas Afterschool calls this the Student Outcomes Project (SOP). This research project began four years ago and it will continue beyond the duration of the grant period.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 057-905

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" 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: 057-905

Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

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

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

County-District Number or Vendor ID: 057-905      Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

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

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" 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: 057-905      Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: 057-905

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input 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 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 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 checked="" 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: 057-905

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 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 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 checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 057-905      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 checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

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

**Barrier: Other Barriers**

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

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 057-905	Amendment number (for amendments only):
<p><b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p><b>Failure to complete this schedule will result in an applicant being disqualified.</b></p>	

Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes you must answer question #2 below.</li> <li>• If your answer to this questions is no, you do not address question #2 or the assurances below.</li> </ul>			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes, you must read and check the box next to each of the assurances below.</li> <li>• If your answer to this question is no, you do not address the assurances below.</li> </ul>			
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 <b>Schedule #6—Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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