

Texas Education Agency  
Standard Application System (SAS)

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small>  <b>RECEIVED</b> <b>TEXAS EDUCATION AGENCY</b> 2018 APR 27 PM 1:55 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION	
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
Contact information:	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 #	
Kennedale ISD	220914		
Vendor ID #	ESC Region #	DUNS #	
	11	037892569	
Mailing address	City	State	ZIP Code
PO Box 467	Kennedale	TX	76060
Primary Contact			
First name	M.I.	Last name	Title
Logan		Barrett	Project Director
Telephone #	Email address		FAX #
817-563-8066	<a href="mailto:barrettl@kisdtx.net">barrettl@kisdtx.net</a>		817-483-3688
Secondary Contact			
First name	M.I.	Last name	Title
Missy		Glenn	Deputy Superintendent
Telephone #	Email address		FAX #
817-563-8041	<a href="mailto:glennm@kisdtx.net">glennm@kisdtx.net</a>		817-483-3688
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
Missy		Glenn	Deputy Superintendent
Telephone #	Email address		FAX #
817-563-8041	<a href="mailto:glennm@kisdtx.net">glennm@kisdtx.net</a>		817-483-3688

Signature (blue ink preferred) \_\_\_\_\_ Date signed \_\_\_\_\_

4/26/18

Only the legally responsible party may sign this application.

701-18-111-030

**Schedule #1—General Information**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

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

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

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

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

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

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

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

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

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

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

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 09/01      End date (MM/DD): 08/31

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

Yes:       No:

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

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

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

County-district number or vendor ID: 220914

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: 220914

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: 220914

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: 220914

Amendment # (for amendments only):

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

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

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

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

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

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

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\_\_\_\_\_  
Via telephone/fax/email (circle as appropriate)

\_\_\_\_\_  
By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 220914

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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By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

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

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

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

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

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

**Part 3: Revised Budget**

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

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By TEA staff person:

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

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

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

Kennedale ISD is seeking the 21<sup>st</sup> Century Community Learning Center grant in order to establish five learning centers to support our students and families in being successful in both their current academic setting and in their future college and career goals. Kennedale is a small blue collar suburb in the DFW area. Our district serves approximately 3,100 students with an ethnic breakdown of 22% African American, 23% Hispanic, 46% White, 1% American Indian, 4% Asian, and 4% two or more races. Additionally, over a third of our students qualify as at-risk, over 40% are identified as economically disadvantaged, 2% are identified as homeless and many of the adult residents of Kennedale do not have a high school diploma or equivalent. The ACE grant will benefit our students and families by providing opportunities for academic assistance, enrichment, family engagement, and career and workforce readiness. These opportunities will be offered before and after school at our campuses. Our high school ACE center will also provide assistance throughout the college application process, as many of our students will become first generation college attendees. Kennedale ISD is surrounded by large districts and communities – Arlington, Mansfield and Fort Worth – however, there are limited opportunities in Kennedale proper for KISD students to receive academic support and enrichment outside school hours. As a result of the high poverty rate and the limited community opportunities outside the school day, students are likely to be unsupervised, suffer academically, abuse alcohol and drugs, engage in risky behavior and drop out of school. The goals of our Campus and District Improvement Plans were based on the above data and address the specific needs our student and family population. Our ACE goals are directly aligned with the goals established by the Campus Improvement Plans and the District Improvement Plan.

Some of the specific needs we hope to address with our ACE centers in Kennedale ISD include:

- Meet and/or exceed standards on state assessment and local academic criteria for promotion
- Increase attendance, promotion and graduation rates, particularly among our at-risk population
- Increase family engagement opportunities and educational opportunities for parents (ESL, literacy, GED prep and parenting classes)
- Establish a culture in which there is a compelling invitation for participation among all stakeholders

The ACE grant budget was developed using Appendix 26 of the PRIME Blueprint. The needs identified by the Comprehensive Needs Assessment were analyzed to determine the number of students that could be served by the grant. Expenditures were based on district adopted salary scales for payroll, and quotes for contracted services and supplies. Many stakeholders were involved in our needs assessment including campus and district administrators, teachers, students, parents, and community members. The needs assessment will be an ongoing process to identify areas for continuous improvement. The management plan for the ACE grant will include constant collaboration and regular performance reviews to ensure that the centers are continuously meeting the ACE requirements. This collaboration will occur among the Project Director, Site Coordinators, Family Engagement Specialist, Deputy Superintendent, and Coordinator of Public Relations. In addition, the program will be evaluated biannually by an outside independent evaluator. Progress will be determined based upon improvements on our identified quantitative and qualitative data measures. All schedules for the grant have been completed and include detailed narratives describing how we will meet TEA and statutory requirements (as delineated in schedules 16) for the grant.

Kennedale ISD will leverage all available fund sources in implementing the ACE grant. Upon completion of the grant cycle, funding will be absorbed by other federal, state and local fund sources. Kennedale ISD is proud to serve so many wonderful students and their parents, but too many of them have needs that are simply not being met during the regular school day. Our goal with the ACE program is to fill in those gaps and offer more customized support, not only on an academic level, but also on a physical, emotional and social level. Together, Kennedale ISD and ACE can build a new generation of students who will graduate confident, educated, and prepared for the future.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 220914			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	\$775,000	\$	\$775,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$63,900	\$15,000	\$78,900
Schedule #9	Supplies and Materials (6300)	6300	\$118,100	\$	\$118,100
Schedule #10	Other Operating Costs (6400)	6400	\$8,000	\$	\$8,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
<b>Grand total of budgeted costs (add all entries in each column):</b>			<b>\$965,000</b>	<b>\$15,000</b>	<b>\$980,000</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$980,000
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:					\$49,000

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

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

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

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

<b>Schedule #7—Payroll Costs (6100)</b>			
County-district number or vendor ID: 220914		Amendment # (for amendments only):	
<b>Employee Position Title</b>	<b>Estimated # of Positions 100% Grant Funded</b>	<b>Estimated # of Positions &lt;100% Grant Funded</b>	<b>Grant Amount Budgeted</b>
<b>Academic/Instructional</b>			
1 Teacher			\$
2 Educational aide	5		\$15,000
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$88,000
5 Site coordinator (required)	5		\$340,000
6 Family engagement specialist (required)	1		\$50,000
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
<b>Auxiliary</b>			
11 Counselor			\$
12 Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
<b>Other Employee Positions</b>			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay		\$162,000
25 6121	Support staff extra-duty pay		\$52,500
26 6140	Employee benefits		\$67,500
27	Subtotal substitute, extra-duty, benefits costs		\$
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$775,000</b>

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

**For TEA Use Only**

Changes on this page have been confirmed with:  Via telephone/fax/email (circle as appropriate)	On this date:  By TEA staff person:
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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 220914		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	\$17,500
	Use of buildings after hours and summer. Includes water, electric, gas, etc.	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$17,500</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Bus service in afternoon KHS and summer all centers	\$30,000
2	Cell service - \$1200 annual X 7 lines – primary safety communication during program	\$8,400
3	Independent Evaluator - \$3,000 x 5 centers	\$15,000
4	Contract service for enrichment / recreation activities	\$5000
5	Contract Service for family engagement activities	\$3,000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$61,400</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$78,900</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: 220914		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$118,100
<b>Grand total:</b>		<b>\$118,100</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: 220914		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$7,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$8,000</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: 220914			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: 220914 Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree – Master's Degree preferred. Prior experience in grant Project Director role.
2.	Site Coordinator(s)	Bachelor's Degree. Prior experience as site coordinator preferred.
3.	Family Engagement Specialist	Bachelor's Degree preferred. Prior experience working with families.

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Targeted academic tutorials	8/1/2018	07/31/2019
		2. Targeted intervention software will be used for special education population	8/1/2018	7/31/2019
		3. Targeted intervention software will be used in reading and math	8/1/2018	7/31/2019
		4. Credit recovery software will be used	8/13/2018	7/31/2019
		5. ACE staff will attend RtI meetings	8/13/2018	5/24/2019
2.	Improve Attendance	1. Highly engagement enrichment activities will be presented to encourage attendance	8/1/2018	7/31/2019
		2. ACE staff will attend RtI meetings	8/13/2018	5/24/2019
		3. Make-up hours will be able to be gained through program	5/28/2018	7/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Improve Behavior	1. Character building activities will be presented in programming	8/1/2018	7/31/2019
		2. Positive behavior supports will be used in ACE	8/1/2018	7/31/2019
		3. Mentoring programs will be established	8/13/2018	5/24/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Improve Promotion Rates	1. Provide acceleration through academic tutorials	8/13/2018	7/31/2019
		2. Credit recovery software will be used	8/13/2018	7/31/2019
		3. ACE staff will attend RtI meetings	8/13/2018	7/31/2019
		4. Make-up hours will be able to be gained through program	5/28/2018	7/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Improve Graduation Rates	1. College and career planning courses will be offered	10/1/2018	3/1/2019
		2. Make-up hours will be able to be gained through program	5/28/2018	7/31/2019
		3. Credit recovery software will be used	8/13/2018	7/31/2019
		4. ACE staff will attend RtI meetings	8/13/2018	7/31/2019
		5. SAT/ACT prep classes will be offered	1/8/2019	5/24/2019

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

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### Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220914

Amendment # (for amendments only):

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

Each campus currently has an extensive Comprehensive Needs Assessment (CNA) process. The campus organizes committees to examine data in each of the following areas: Demographics; Student Achievement; School Culture and Climate; Staff Quality Recruitment and Retention; Curriculum, Instruction and Assessment; Family and Community Involvement; School Context and Organization; and Technology. The Campus Improvement Plan is formulated based on data from the CNA. Each summer, the district conducts a District Comprehensive Needs Assessment in which data from the campus CNA's is analyzed and the District Improvement Plan is written based on these results. Throughout the year, the goals in these CIP's and the DIP are continually revisited and assessed. The documents are living documents, and are amended if needed. Changes are made to the CIP document itself and are distributed to stakeholders and published on the campus website.

In the spring prior to each school year, a district needs assessment is performed. Stakeholders involved in this process include campus and district administrators, teachers, students, parents, and business leaders. In addition, prior to the grant application a focus group was created to specifically identify needs in the district that the ACE grant could target. A district wide parent survey was administered to determine the needs of the families, particularly families with working parents. All campuses were selected for an ACE program, to maintain continuity in programming.

Information analyzed came from the following sources:

- a. 6 weeks RtI data
- b. School performance reports
- c. District and campus improvement plans and goals
- d. Stakeholder surveys

The following needs were determined:

**Need 1:** The campuses need to provide students with opportunities for academic enrichment and intervention. This will help to increase the number of students who meet or exceed state standards on state assessment, as well as increase the number of students who meet local criteria for promotion.

**Need 2:** Our high school needs to provide students with increased opportunities to successfully graduate and be prepared for college and the workforce. Seminars on college application processes and scholarship and financial aid assistance are greatly needed.

**Need 3:** Our campuses need to provide students with a number of engaging enrichment opportunities in order to increase student interest and enthusiasm for attending school. This will directly effect our attendance rate at ACE campuses. These programs and activities may include counseling and character programs, art, music, physical education and health programs, nutrition, technology education and career readiness programs. Many of our families are economically disadvantaged and have parents who work extended hours. The students in these families do not have enrichment opportunities due to financial limitations or lack of time to participate directly after the school day.

**Need 4:** The families in Kennedale ISD have a need for literacy, ESL, GED, and parenting classes as well as supervised after-school activities that could be met with the ACE program.

While Kennedale is surrounded by larger cities, there are few if any community resources to fill these identified needs within Kennedale proper. In most cases, our students with the greatest needs are those students who lack transportation after school and cannot access the resources that do exist in neighboring communities. These families also often are economically disadvantaged due to limited education and employability of the parents. Our ACE centers will strive to both provide effective intervention for struggling students and offer family programs that could better the socioeconomic standing of the entire household.

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

County-district number or vendor ID: 220914	Amendment # (for amendments only):
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**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

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

Kennedale ISD will partner with Community Based Organizations for the ACE grant. One partner, Imagination Zone, will serve the elementary campuses only. Imagination Zone is a school-age childcare provider that is licensed and regulated by the Texas Department of Family and Protective Services. Imagination Zone currently operates at the two elementary campuses. Imagination Zone will provide reduced-rate care on Friday for ACE participants and on early dismissal days, if needed. While ACE students are in attendance at Imagination Zone, they will receive additional homework help and structured recreational activities. Imagination Zone has also offered to provide weekly quality assurance monitoring of building and grounds through the use of their checklists that are maintained for compliance with TXDFPS.

Arlington Mansfield Area YMCA will be another partner of Kennedale ISD. The YMCA will serve as an adjunct site in the summer and Kennedale ISD will contract with them through the grant to provide swimming lessons to interested ACE participants. Many of our students lack water safety knowledge and over the past several years this has impacted our community in a tragic manner through loss of lives due to drowning. This partnership will serve to fulfill a great need in the community.

Finally, Kennedale ISD will partner with Tarrant Area Food Bank to provide evening meals and snacks to program participants. Many of our students are on free or reduced meal programs and receive both breakfast and lunch at school. This partnership would allow the ACE participants to also receive a hot meal at dinner and in the summer as well.

Other partners who will provide resources to the district and ACE participants throughout the grant are: The Parenting Center; Alliance for Children; Score a Goal in the Classroom; and local volunteer business professionals.

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

County-district number or vendor ID: 220914

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.**

For academic and enrichment activities, activities will be planned to target participants' specific academic deficiencies while providing high levels of motivation and engagement. Student surveys and interviews will be used to guide activity planning in order to engage the specific interests of the students at each center (these may change over time). Academic deficiencies will be identified both at the group and individual student levels based on STAAR and local benchmark data, report card grades, and teacher input. KISD has an assessment data system that will enable ACE staff to disaggregate STAAR and benchmark testing data down to the TEKS level for both individual students and identified groups of students. This will enable activity planning for whole-group, small-group, and potentially even individual instruction. Our programs and activities will target the following areas:

**Academic Performance**

The Kennedale ISD ACE program will result in increased academic performance of students. Our ACE staff will attend campus RtI meetings in order to learn more about the student population in the program. We will implement targeted small group tutorials. Research has shown that small group tutorials have the largest impact on students (McQuarrie, McRae, & Stack-Cutler, 2008). Additionally we will use research based software programs (What Works Clearinghouse) to target student learning in reading and math.

McQuarrie, L., McRae, P., & Stack-Cutler, H. (2008). *Differentiated instruction provincial research review*. Edmonton: Alberta Initiative for School Improvement.

**Attendance**

ACE will present highly engaging activities in order to promote student attendance. Students will look forward to afternoon programming, and will be eager to come to school during the day as well in order to attend ACE for the afternoon session. A study of middle school aged students linked enrollment in afterschool programs to better attendance during the school day (Arbreton, Bradshaw, Sheldon, & Pepper, 2009). ACE staff will attend campus RtI meetings and attendance committee meetings to learn more about students with chronic attendance issues. Make-up hours will be offered before school and during summer programming.

Arbreton, A., Bradshaw, M., Sheldon, J., & Pepper, S. (2009). *Making every day count: Boys & Girls Clubs' role in promoting positive outcomes for teens*.

**Behavior**

ACE will serve to improve behavior in students. Character building activities will be presented in programming. Positive behavior supports will be used in ACE. Additionally, mentoring programs will be established. We also plan to offer a mentor program during ACE. Washington Times reporter Jessica Chasmar quotes Rick Santorum as saying, "75% of these school shooters since Columbine did not have dads in the home." We plan to establish a mentor program at each center. Our mentors will meet with students on a weekly basis. We plan to provide stability for the students by encouraging mentors to remain with the same mentee for multiple years.

Chasmar, Jessica. *Rick Santorum: Majority of school shooters 'did not have dads in the home'*: Washington Times. February 26, 2018.

**Promotion and Graduation**

ACE will also serve to improve both promotion and graduation rates. Acceleration will be provided through intense academic tutorials. Credit recovery and make up hours will be offered through the program. SAT and ACT prep classes will be offered. College and career planning courses will be offered as well.

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

County-district number or vendor ID: 220914

Amendment # (for amendments only):

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

The ACE programs at all 5 centers will incorporate behavior and character education programs that have been purchased by Kennedale ISD with various supplemental funds. KISD currently offers a highly respected conflict resolution program, Peers Making Peace. Students along with a staff coordinator received a 3-day 21-hour training in mediation skills and program implementation. This program has truly changed the climate of KISD school campuses. Peer Mediation has provided students and staff a system of resolving disputes in a nonviolent approach. Peer Mediation has also added a Peer Mentoring piece which allows peers to mentor peers in an academic and behavioral aspect. There is also a Daily Wisdom program which includes weekly deliverables of quality materials that build character and social-emotional competencies. In addition, ACE participants will have access to an Intervention Counselor who provides social-emotional and behavioral support for students.

We also plan to offer a mentor program during ACE. Washington Times reporter Jessica Chasmar quotes Rick Santorum as saying, "75% of these school shooters since Columbine did not have dads in the home." We plan to establish a mentor program at each center. Our mentors will meet with students on a weekly basis. We plan to provide stability for the students by encouraging mentors to remain with the same mentee for multiple years.

The ACE program will take advantage of scientifically research based programs funded through ACE as well as other supplemental sources. These programs have been validated through verification of white papers associated with the program (GradPoint, Stride Academy, etc) or whatworksclearinghouse.com. In addition, teachers will receive professional development regarding the use of scientifically research based instructional methods. The Site Coordinator will monitor activity plans and delivery to ensure they are scientifically research based.

The Kennedale ISD Rtl initiative promotes an integrated, proactive approach to providing high quality, research-based instruction. These instructional practices create appropriate learning opportunities designed to meet the needs of learners. The Rtl process uses an integrated problem-solving framework to identify and address academic and behavioral needs of students. Based upon the Rtl process, the intervention activities will be expanded to students in the ACE program. For ACE participants, staff will complete behavior analysis for selected students using one of several readily available formats. Based on results of the behavior analysis, program staff will collaborate to plan then implement interventions for identified students. After determining reasonable progress goals, staff will chart student progress during implementation in order to determine the efficacy of the interventions. If interventions are deemed unsuccessful, staff will collaborate to consider additional interventions.

We will also offer students opportunities that target postsecondary and workforce preparation. College application and scholarship workshops will be addressed with the ACE program. Technology skills for college and the workforce will be addressed through classes targeting commonly used applications.

Chasmar, Jessica. *Rick Santorum: Majority of school shooters 'did not have dads in the home'*; Washington Times. February 26, 2018.

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

County-district number or vendor ID: 220914

Amendment # (for amendments only):

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

The academic readiness and enrichment component of the ACE program in Kennedale ISD will include intensive interventions in the core academic subject areas. These will include small group tutoring, and highly-engaging hands-on learning opportunities for the students. These activities will tie the interests of the students with the academic content areas. Activities may include: activities to foster higher order critical thinking skills; fine art programs to encourage application of reading, writing, math, and social studies skills as well as teambuilding, goal-setting, and decision making; cooking, nutrition, recreation and health activities to encourage lifelong positive habits to increase the likelihood of a healthy lifestyle; service and leadership learning to increase positive work habits; character lessons and counseling to promote positive behavior; and book clubs to encourage reading for pleasure. Whenever possible, advanced technology (laptops, portable tablets, interactive whiteboards) will be used to increase student interest and engagement in the activities.

The Project Director will work collaboratively with the ACE grant committee and Site Coordinators to ensure that all activities are aligned to identified student needs. The needs identified by our needs assessment may be referenced in the narrative related to statutory requirement 1. Each center will develop activities that are balanced across the four components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. These activities will be research based and will be aligned with the TEKS and will expand or enhance student learning. Student interest inventories will also be used when planning activities in order to promote student engagement. The following will be taken into consideration when planning activities for the four areas:

**Academic Assistance:** data from state assessments and district benchmarks will be disaggregated to the TEKS level so that activities will be focused on objectives that are the weakest among ACE participants.

**Enrichment:** activities will be based on student interest surveys and will aim to serve interests that are not otherwise served during the regular school day.

**Family and Parent Support Services:** input will be sought from campus teachers, counselors and administrators as to what topics are a critical need. In addition, parent surveys will help establish topics of interest. Since many of the adult population in Kennedale has received a high school diploma, GED preparation classes will be offered, as well.

**College and Workforce Readiness:** College application and scholarship workshops will be addressed with the ACE program. Technology skills for college and the workforce will be addressed through classes targeting commonly used applications.

K-6 Centers

**Before/After School activities:** Reading and math intervention using research-based computer software; organizational skills; homework check and assistance and tutoring in core academic subject areas; character building activities; highly engaging student enrichment activities in fine arts, academics, and recreation areas, parent training – ESL, literacy, and GED prep.

**Summer activities:** Character building activities; highly engaging student enrichment activities in fine arts, academics, and recreation areas

Secondary Centers

**Before/After School activities:** Academic readiness and tutoring; organizational skills; homework check and assistance and tutoring in core academic subject areas; character building activities; credit recovery opportunities; highly engaging student enrichment activities in fine arts, academics, and recreation areas; college and career preparation; scholarship application seminars; SAT prep; drug and alcohol abuse prevention; parent training – ESL, literacy, and GED prep.

**Summer activities:** Strength and conditioning training; nutrition classes; credit recovery opportunities; highly engaging student enrichment activities in fine arts, academics, and recreation areas.

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

County-district number or vendor ID: 220914

Amendment # (for amendments only):

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

Kennedale ISD will disseminate helpful information about the community learning center through web based, electronic and print communications. Information regarding the learning centers will be easily accessible and made available in both English and Spanish, when possible. Information about the learning centers will be posted on the district's home page as well as on the home pages of each individual campus. Printed collateral will be produced and made available at the administration building as well as in the front offices of each campus. All printed collateral will be available electronically as well for use in email communications. All postings and collateral will include registration information, learning center locations, times of learning center operations as well as contact information for key personnel at each learning center location. Kennedale ISD campuses will utilize all-school events and functions as opportunities to provide information regarding the learning centers and their offerings. In addition to district events, Kennedale ISD will work with its community partners to help disseminate information to constituents within the Kennedale community. Within all communication vehicles, Kennedale ISD will identify opportunities offered to families of student participants and encourage parent participation.

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

County-district number or vendor ID: 220914

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.**

In Spring of 2018, a survey was administered to parents to gauge the needs of families in the district. On this survey, transportation was rated as a low need. When a need was indicated, it was in the afternoon and summer.

Bus transportation will be provided to home at the end of programming for all 5 centers during summer. During the regular school year, bus service home will be limited to students at the high school center. 3<sup>rd</sup> -8<sup>th</sup> grade will be picked up by a parent or authorized individual. Sign out procedures will be in place to ensure that the individuals picking up students are authorized. Site coordinators will use our video doorbell system to communicate with gaurdians who my need to pick up their student early. All doors to facilites remain locked at all times during program hours.

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On this date:

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Via telephone/fax/email (circle as appropriate)

\_\_\_\_\_  
By TEA staff person:

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

County-district number or vendor ID: 220914

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.**

Kennedale ISD will encourage parents and grandparents to volunteer in the ACE program. In addition, we may also have students from local universities who choose to volunteer in our program for intern hours.

The ACE program will adhere to established Kennedale ISD processes for screening all volunteers. The district already uses a volunteer application process which includes a background check. All volunteers must be screened prior to serving with children.

To screen volunteers, each campus sends a background check form along with a copy of the volunteer's current driver license. We complete a name based background check on them through Texas Department of Public Safety. If anything should come back on their record, it is reviewed and a decision is made. The form also contains a question that asks if they have ever been convicted or received deferred adjudication for a crime other than a minor traffic offense. We check very carefully to make sure we are securing our programs and students.

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

County-district number or vendor ID: 220914	Amendment # (for amendments only):
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**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Kennedale ISD's sustainability plan for our 21<sup>st</sup> Century Community Learning Centers may differ at each center, but each will incorporate Title I funding, along with flexible scheduling.

As the funding cycle ends, a greater percentage of Title I funds will be contributed to sustain the centers. In addition, flexible scheduling of professionals and paraprofessionals may occur so that there is no additional cost to the district for after hours personnel. For example, intervention teachers may begin their work day later in the morning, so that they will still be available to work in the after school hours that the center is open. The centers would likely reduce the number of students served. Additionally, a small program fee may be necessary.

At all centers a step increase in the contribution of Title I budget would occur throughout the life of the grant if possible. For example, during the first and second years, the campus would contribute 5% of its Title I budget to center operations. During the third and fourth years it may contribute 10% of its campus Title I budget, and it may contribute 15% of its Title I budget in the fifth year and beyond.

The ACE Community Advisory Council will meet on a regular basis to review the sustainability plan and establish sustainability goals for the program.

**For TEA Use Only**

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

County-district number or vendor ID: 220914

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.**

ACE grant funds will be used to supplement other federal, state, and local funds in the district. Programs or activities required by state law, SBOE rules or local board policy will not be paid for with these funds. The district will maintain documentation that demonstrates the supplemental nature of these funds. Additionally, a comprehensive inventory of ACE supplies and equipment will be maintained.

Funding will be coordinated with the following fund sources to maximize our resources for the program: Title I Part A, Title II, IDEA, IMA, and state and local funding. These fund sources have been used to purchase intensive software programs and instructional materials. Many software programs that are used in the Kennedale ISD RtI programs will be used after hours in the ACE centers as intensive interventions.

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

County-district number or vendor ID: 220914

Amendment # (for amendments only):

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

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Kennedale High School 901 Wildcat Way Kennedale, TX 76060		<input type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	220914001				
	<b>Cost per student</b>	\$1000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	150	<b>Parent/legal guardian target (in proportion with student target):</b>		100	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Kennedale Junior High 930 Corry A. Edwards Dr. Kennedale, TX 76060		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	220914041				
	<b>Cost per student</b>	\$1000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	50	<b>Parent/legal guardian target (in proportion with student target):</b>		100	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Arthur Intermediate 100 E. Mistletoe Dr. Kennedale, TX 76060		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	220914101				
	<b>Cost per student</b>	\$1000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	50	<b>Parent/legal guardian target (in proportion with student target):</b>		100	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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

County-district number or vendor ID: 220914

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Delaney Elementary 180 W. Kennedale Pkwy Kennedale, TX 76060		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	220914102				
	<b>Cost per student</b>	\$1000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	50	<b>Parent/legal guardian target (in proportion with student target):</b>		100	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Patterson Elementary 6621 Kelly Elliott Rd. Arlington, TX 76001		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	220914103				
	<b>Cost per student</b>	\$1000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	50	<b>Parent/legal guardian target (in proportion with student target):</b>		100	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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

County-district number or vendor ID: 220914

Amendment # (for amendments only):

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

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

County-district number or vendor ID: 220914

Amendment # (for amendments only):

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

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

County-district number or vendor ID: 220914

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.**

Center #1 will serve students in grades 9-12 and will be located at Kennedale High School. The center will be open for a minimum of 42 weeks each grant year over all semesters. The center will be open 18 hours per week in the fall and spring and 16 hours per week in the summer. The summer schedule will begin in June and last for 6 consecutive weeks. Summer programming will include a strength and conditioning fitness camp, nutrition classes, academic readiness and enrichment classes, credit recovery opportunities, and organizational skills. The expected hours of operation for the center are as follows:

School year schedule

Monday-Friday  
6:30 am – 7:30 am  
Monday – Thursday  
3:00 pm – 6:15 pm

Summer Schedule

Monday – Thursday  
7:30 am – 11:30 pm

Centers #2 and #3 will each serve students in grades 5-8. The center will be open for a minimum of 42 weeks each grant year over all semesters. The center will be open 16 hours per week in the fall and spring and summer. The expected hours of operation for the centers are as follows:

School year schedule

Monday-Friday  
7:30 am – 8:30 am  
Monday – Thursday  
3:45 pm – 6:30 pm

Summer Schedule

Monday – Thursday  
8:00 am – 12:00 pm

Centers #4 and #5 will each serve students in grades 3-4. The center will be open for a minimum of 42 weeks each grant year over all semesters. The center will be open 16 hours per week in the fall and spring and summer. The expected hours of operation for the centers are as follows:

School year schedule

Monday-Friday  
7:00 am – 8:00 am  
Monday – Thursday  
3:30 pm – 6:15 pm

Summer Schedule

Monday – Thursday  
8:00 am – 12:00 pm

KISD will have an ACE staff handbook that contains procedures for operating. The Deputy Superintendent will oversee compliance for the grant. The Project Director will be in constant communication with the Deputy Superintendent regarding the grant, progress toward goal attainment, and compliance issues. The Project Director will attend the ACE Conference along with additional grant staff. The Project Director will meet regularly with Site Coordinators to discuss the Project Plan and the achievement of grant goals. Additionally, the Site Coordinators will meet with ACE staff to provide training and staff development and discuss center programming. The Project Director and Site Coordinators will work together to analyze data for the student attendees and adjust the program accordingly. The Project Director and Deputy Superintendent will regularly review the performance of grant partners to ensure that they are meeting the ACE requirements. The Project Director holds a weekly staff meeting reviewing grant progress, center progress, budgeting needs for each campus.

The SAS will be presented to the finance office to formulate the budget for the grant. All purchase requests will be routed through our financial software system and will follow district procedures and EDGAR guidelines. Multiple reviewers and approvers are set to improve internal control processes. Major budget amendments will be requested through TEA prior to changes in the software system.

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

County-district number or vendor ID: 220914

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.**

Data collection and evaluation will be critical to the success of our ACE centers, both to allow for planning appropriate activities and to evaluate program effectiveness. Both quantitative and qualitative data will be collected across numerous categories and in various ways throughout the program year. Data points to be monitored include, but are not limited to:

- a. Student safety (ACE center incident/injury reports kept on file by Site Coordinator)
- b. Program attendance rates and number of students served (sign-in data kept on file by Site Coordinator)
- c. Family involvement participation (family activity plans and sign-in sheets kept on file by Family Engagement Specialist)
- d. Staff development participation (documentation on file with Site Coordinator)
- e. Instruction and activity quality (documented informal observations using matrix conducted by both Site Coordinator and Program Director)
- f. Student level data collected from district SIS to include school attendance data (absences and tardies), promotion/graduation information, report card grades and behavioral and DAEP referrals
- g. Student level data collected from district assessment data system to include STAAR/TAKS results, local benchmark results and disaggregation by TEKS, and RtI referrals/status for both academics and behavior
- h. Student level data collected from teacher surveys conducted through Survey Monkey and Google to include teacher perception of student homework completion rates, class participation and classroom behavior
- i. Program and activity data collected from both student and parent surveys conducted through Survey Monkey and Google to include measures of engagement and program satisfaction

Data will be monitored by the Site Coordinator and Program Director and reviewed on a monthly basis. As problems or challenges become evident, the Project Director and Site Coordinator will cooperatively develop a corrective action plan and share it with the appropriate staff members so that changes can be made to support continuous program improvement.

All student data will be treated with the same confidentiality processes that are employed throughout Kennedale ISD. Only staff members with members with educational need-to-know will be allowed access to identifiable student data.

In the spring semester, a Program Effectiveness Report is completed by each campus. The campus principal requests feedback from staff, parents, and students and then completes the document for the campus. This document rates programs and expenditure on effectiveness at meeting campus goals. In addition, program evaluations are done at the end of the year for all supplemental programs as a component of the District CNA. The data from the program evaluations and the Program Effectiveness Report are used collectively in determining which programs will be continued.

Independent Evaluation of the program will take place at the end of each school semester (approximately January and July of each year). The scope of work for the independent evaluation will be based on the guidelines established in the Texas ACE Independent Evaluation Guide. The independent evaluator will be very involved in meeting with site coordinators and the Project Director on a regular basis.

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

County-District Number or Vendor ID: 220914 Amendment number (for amendments only):

**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 220914 Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

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

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

County-District Number or Vendor ID: 220914

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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County-District Number or Vendor ID: 220914 Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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

County-District Number or Vendor ID: 220914

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 type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

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

**Barrier: Lack of Knowledge Regarding Program Benefits**

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

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County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

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

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

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

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

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?  Yes  No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant?  Yes  No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

**Assurances**

- 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.
- 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.
- The applicant assures that the total grant award requested on **Schedule #6--Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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