

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

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID Place date stamp here.
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

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 TEXAS EDUCATION AGENCY
 APR 25 2018 PM 1:19

Schedule #1—General Information

Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Ysleta Independent School District		071-905	
Vendor ID #	ESC Region #	DUNS #	
74-6002473	19	082706417	
Mailing address		City	State ZIP Code
9600 Sims Drive		El Paso	TX 79925
Primary Contact			
First name	M.I.	Last name	Title
Naomi		Esparza	Director- Middle Schools
Telephone #	Email address		FAX #
915-434-0603	nesparza8@yisd.net		915-435-9627
Secondary Contact			
First name	M.I.	Last name	Title
Catherine		Kennedy	Assoc. Supt. of Middle Schools
Telephone #	Email address		FAX #
915-434-0064	ckennedy@yisd.net		915-435-9639

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
Xavier		De La Torre	Superintendent of Schools
Telephone #	Email address		FAX #
915-434-0032	xdelatorre@yisd.net		915-591-4144

Signature (blue ink preferred) _____ Date signed _____

(Handwritten signature and date: 4-25-18)

Only the legally responsible party may sign this application.

701-18-111-034

Schedule #1—General Information

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

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

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-905

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 program guidelines for this grant.
<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: 071-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 071-905	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

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

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 071-905			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 071-905

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.

Ysleta Independent School District (Ysleta ISD) is applying for the Texas 21st Century Community Learning Centers (21st CCLC or ACE), Cycle 10 grant in order to give at-risk and low income students a different kind of learning experience – one that builds on their strengths while it builds up their skills. The grant will fund a program of before/after school time at four schools, where students will engage in hands-on learning with the primary goals of 1) improving literacy levels to where all students, including special populations, will be ready for rigorous study in their next grade level; 2) sparking an interest and aptitude in Science, Technology, Engineering, Arts, and Math (STEAM) activities; and 3) provide families and parents opportunities for literacy, educational development and engagement in their children's education.

According to the 2016 – 2017 Texas Academic Performance Report (TAPR), of the 2,893 students enrolled in grades K-8, at the four schools, 2,631 (91%) are Hispanic, 2,047 (71.1%) are economically disadvantaged, 1,062 (37%) are English Language Learners (ELLs), and 1,531 (53.8%) are considered "at risk" (defined in Texas Education Code §29.089). In a border community like El Paso, students continue to struggle with literacy. Students must prepare for the rigor of instruction in all subjects by reading at accelerated levels. At the four program schools, the range of student grades 5-8 requiring accelerated instruction in reading averaged 31.0% in 2017, worse than the state rate. Students grades 5-8 requiring accelerated instruction in math averaged 15.0%.

Ysleta ISD's needs assessment includes processes required by Federal Title funding and State Compensatory Education funding. District leadership, supported by the Office of Federal and State Programs designs the process, determines its efficacy, and when and how the process needs to be updated, pursuant to advice or recommendations from the district's auditors or TEA's Office of Grants and Federal Fiscal Compliance. The annual process includes the Ysleta ISD Board goals, Program and Campus Improvement Plans and is based on the results of needs assessments and the identification of strategies to accomplish measureable objectives, monitor progress and implement modifications.

District administration will oversee the hiring and responsibilities of the Project Director (PD), who in turn oversees the Site Coordinators, the Family Engagement Specialist (FES) and the program activities provided by the joint applicant, the University of Texas at El Paso (UTEP). The Project Director and campus administrators will hire the site coordinators and develop the Advisory Board. The Project Director will use the checklist of management tasks from the ACE Blueprint and ACE technical assistance. These procedures ensure the selection of quality staff, materials, equipment, teacher training, program operations and an accurate appraisal of the program's effectiveness. Site Coordinators will schedule campus teachers and hire part-time teachers, the program mentors, and outside enrichment instructors. The Project Director will direct and monitor staff trainings on ACE tools, data entry, record management, payroll, budget and purchasing procedures. The district's Finance Division will set up the grant budget and monitor use of funds and expenditure rates to ensure compliance with federal, state and district regulations. Budget development is based on needs assessment results and compliance with local, state and federal resources.

Ysleta ISD will utilize an independent evaluator. Evaluation methods include examining quantitative and qualitative data on attendance, academic improvement, program hours, activities offered, adult-to-student ratios, and family engagement activities. Academic progress will be measured by improvements on benchmark and annual literacy, language, math, and science assessments. Progress on student engagement will be measured by ACE Program indicators, such as improved school-day attendance, fewer discipline referrals, increased participation in school-day and extra-curricular activities and STEAM competitions, and positive results from student and family surveys. The application completely and accurately answers all statutory and TEA requirements by following the Federal and State laws and the TEA grant guidelines. Ysleta ISD believes that all students can be successful and is committed to the goals of this grant program and the continuation of the work after the grant ends.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 071-905			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$710,279	\$	\$710,279
Schedule #8	Professional and Contracted Services (6200)	6200	\$14,400	\$12,000	\$26,400
Schedule #9	Supplies and Materials (6300)	6300	\$171,903	\$	\$171,903
Schedule #10	Other Operating Costs (6400)	6400	\$68,418	\$	\$68,418
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$965,000	\$12,000	\$977,000
3.65% (district allowable - 5.296%) indirect costs (see note):			N/A	\$38,789	\$38,789
Grand total of budgeted costs (add all entries in each column):			\$965,000	\$50,789	\$1,015,789
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,015,789
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:					\$50,789

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

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

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

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 071-905		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor/Mentor (Instructional Support/Enrichment)	22		\$106,177
Program Management and Administration			
4 Project director (required)	1		\$68,000
5 Site coordinator (required)	4		\$220,000
6 Family engagement specialist (required)	1		\$40,000
7 Secretary/administrative assistant	1		\$32,000
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Security Guard – Part time		1	\$2,000
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$468,177
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay (Teachers)			\$151,710
25 6121 Support staff extra-duty pay			\$
26 6140 Employee benefits			\$90,392
27	Subtotal substitute, extra-duty, benefits costs		\$242,102
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$710,279

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 071-905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluator	\$12,000
2	University of Texas at El Paso -- Joint Applicant/Partner	\$14,400
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$26,400

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$171,903
Grand total:		\$171,903

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$14,000
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.	\$7,418
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:		\$47,000
Grand total:		\$68,418

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 071-905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

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: 071-905

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, with preference for education, social work, or administration; Master's Degree preferred. Five years supervisory and administrative experience required, with preference for educational or grant program management.
2.	Site Coordinator(s)	Bachelor's degree; experience managing activities; supervising others, recordkeeping and data management. Teaching certification preferred. Ability to understand instruction techniques, build relationships with principals, teachers, students, families.
3.	Family Engagement Specialist	Bachelor's Degree; experience working in a social service or family support setting, with families from diverse cultures. Bilingual in Spanish and English preferred. Strong interpersonal skills; ability to inform, engage 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.	Establish administrative and instructional infrastructure.	1. Recruit, hire Project Director, Site Coordinators	08/01/2018	08/31/2018
		2. Recruit, hire other project staff	08/01/2018	08/31/2018
		3. Staff training	08/01/2018	02/01/2019
		4. Order, set up supplies, equipment, space	08/01/2018	09/15/2018
		5. Create programmatic, safety (intake, dismissal, drills) and personnel processes, schedules	08/01/2018	10/30/2018
2.	Implement program, serving target number of students.	1. Create recruitment, enrollment materials, schedule	08/01/2018	08/31/2018
		2. Enroll initial cohort of students and launch program	08/01/2018	09/04/2018
		3. Continually coordinate with school day teachers	08/01/2018	06/06/2019
		4. Conduct site visits, classroom observations	09/15/2018	04/01/2019
		5. Meet 70% of target number by start of spring term	09/06/2018	01/09/2019
3.	Evaluate program effectiveness.	1. Search (RFQ) and contract independent evaluator	08/01/2018	10/01/2018
		2. Develop evaluation plan (timeline, roles, products)	09/01/2018	11/01/2018
		3. Establish processes to collect quantitative data	09/01/2018	11/01/2018
		4. Periodic staff training on qualitative methods (logic model, program observation and staff interviews)	10/01/2018	01/15/2019
		5. Create surveys, interviews for qualitative data	10/01/2018	02/01/2019
4.	Engage families in program and other activities.	1. Recruit, hire Family Engagement Specialist (FES)	08/01/2018	09/15/2018
		2. FES confer with prior Cycles schools about role and the needs of families in support of student success	08/15/2018	10/15/2018
		3. Create calendar for family activities at all sites	09/01/2018	10/01/2018
		4. Coordinate, implement and share options for family literacy including English language skills	09/01/2018	10/15/2018
		5. Track data on family activities and solicit feedback	09/06/2018	07/31/2019
5.	Build capacity for program sustainability.	1. Create Advisory Board and establish relationship with HS STEM Academy community advisors	09/01/2018	12/01/2018
		2. Market program and recruit STEAM sponsors	10/01/2018	07/31/2019
		3. Deploy sponsors to develop STEAM supports (materials, resources, intellectual knowledge)	11/01/2018	07/31/2019
		4. CIPs, developed by the principal and CEIC, drive sustainable program components	08/01/2018	07/31/2019
		5. Keep Superintendent, Board, DEIC informed	08/01/2018	07/31/2019

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: 071-905

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.**

Ysleta ISD reviewed multiple sources of data and input from district and campus committees to determine community and school needs. An analysis of the strategies and practices are reviewed quarterly. There are numerous sources considered, such as, formative assessments to monitor progress toward goal attainment, 9-week and semester grades, parent and staff surveys, campus report cards, attendance reports, parent interviews, the TAPR and the Performance Based Measures Assessment System data and consistent review of Campus Improvement Plans (CIP). Input was also sought from district departments and campus committees such as, the Office of Federal and State Programs, the District and Campus Educational Improvement Committees (which includes parents, teachers, administrators and community members), the Superintendent’s Parent and Student Advisory Councils.

The demographics of the Ysleta ISD indicate a wide range of community needs. Ysleta ISD, located in El Paso along the U.S.-Mexico border (some schools are within one mile of the border), is the 27th largest Texas school district and all 61 district schools receive Title I funding, serves 41,508 students in Pre-K-12th grade, 79% qualify for Free and Reduced Lunch; 50.7% are identified at-risk, 94% are Hispanic; 25% enter kindergarten as English Language Learners (ELLs). Of the district’s enrollment, 12.2% are in Special Education (SPED), 7.5% receive section 504 services, and approximately 1.5% exhibit characteristics of dyslexia. All Cycle 10 schools have high at-risk student populations; two schools are >50.3%, two schools are over 40%.

Many families struggle with home and neighborhood safety concerns and school bullying, severe lack of economic resources for basic needs, and social and emotional well-being. Students need a safe place to go after school. Although overall attendance rates are good, many students are chronically absent, often due to lack of connection to school or any school activity, or a lack of parental support. According to the Paso del Norte Health Foundation, some 23% of children ages 7 to 18 in the region are “disconnected”, defined as not involved in out-of-school activities or participating in the labor market. Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate and three times more likely to use marijuana or other drugs, and are more likely to drink, smoke, and engage in sexual activity. (YMCA of the USA, 2001). For many district students, often there is not a safe facility to support out-of-school learning within close proximity of schools and homes. However, there is an abundance of human resources who would volunteer to address the many needs of the district’s student population.

Throughout the district there are working families in need of literacy, numeracy, technical education, as well as social skills. The 21st CCLC, Cycle 10 grant would fund activities and services that accelerate learning for families and promote parent/family engagement. The ACE Family Engagement Specialist (FES) will provide on-going resources that support families educationally and thereby economically. As El Paso is located in close proximity to the U.S.-Mexico border many students need support to build literacy competency. Often times English is spoken as a second language at home, or not at all. To be prepared for middle and high school, students must be reading at levels required for rigorous instruction. A substantial number of students struggle to meet assessment standards or lack basic literacy competency.

The grant will fund a program of extended learning time where students will engage in hands-on project-based learning with the primary goals of 1) improving literacy levels to where all students, including special populations, will be ready for rigorous study in their next grade level; 2) sparking an interest and aptitude in STEAM activities; 3.) provide families and parents opportunities for literacy, educational development and engagement in their children’s education. These program goals are aligned with district goals in its *Vision 2020 Strategic Plan* for literacy, math, and science and parent engagement. The ACE Program will offer students multiple approaches to learning reading and math that are interesting and engaging. Students benefit from activities that offer additional learning time, tutoring, small group and personalized instruction, and hands-on activities that complement daytime instruction.

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

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

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

This applicant is part of a planned partnership.

This applicant is unable to partner.

Ysleta ISD is partnering in Cycle 10 with the ADP Math and Science Teacher (MaST) Academy at the University of Texas at El Paso (UTEP). UTEP meets the eligibility criteria as an applicant. The MaST Academy is able to join this project thanks to a long-standing commitment of support for MaST from Automatic Data Processing, Inc. (ADP). For 12 years, ADP MaST Scholars have designed curriculum aligned to Texas Essential Knowledge and Skills (TEKS) for middle and high school summer camps. In the past, MaST has successfully worked with Ysleta ISD to provide integrated, hands-on STEAM summer camps. In each camp, literacy, arts, science, engineering, mathematics and technology were integrated into lessons aligned to students' real life interests. Innovative activities have included Zombie Apocalypse, Time Warp, Angry Birds, Superhero Math & Science and Imachinations (Simple Machines), receiving rave reviews from both students and educators.

As Ysleta ISD's partner, ADP MaST Scholars will design and provide curriculum for a STEAM enhancement program for Cycle 10 students both after school and during the summer at the four proposed Centers. UTEP students studying to become math and science educators will be recruited, trained and empowered to teach lessons designed by ADP MaST Scholars. During the school year, UTEP students will provide at least one lesson per week to students at each Cycle 10 Center. Spring semester lessons will be geared towards building skills and engagement for the upcoming summer program.

Each summer of Cycle 10, UTEP pre-service teachers will provide a week long summer program at each Center, supported by ADP MaST Academy and Insights-El Paso Science Center. Insights has a 38 year history of informal experiential STEAM education in El Paso and has partnered with UTEP on summer camps for 12 years. Theme-based summer camps will build students' critical thinking skills, incorporating service learning and citizen science. For instance, students may learn about the Bosque near their campus, what plants and animals may be there, and what water source sustains life. They may then take part in a "Bio Blitz" to identify and count the birds on the site. For younger children, a project on their campus to look at erosion or to build a garden will allow for age appropriate activities.

ADP MaST will furnish the necessary equipment and consumable materials for all UTEP-conducted lessons and activities. The training, materials management and scheduling of UTEP students will be coordinated through a subcontract with Insights.

To integrate these activities into UTEP's educator preparation program, UTEP's educator preparation courses Teaching Mathematics and Teaching Science Methods (SCED 4368 or SCED 4367) will modify their syllabi to include the following:

- Pedagogical skills will be developed by learning to teach with STEAM kits. Kits will be provided by Insights on topics such as Simple Machines, Robotics, Coding, Circuits, Mathematics of Art, Fossils and Rocks, Insect Adaptations, Space Explorations and Kitchen Chemistry.
- Pre-service teachers will learn to scaffold instruction by aligning kits to grade level K-8 TEKS.
- Pre-service teachers will be assigned to a Cycle 10 Center where they will utilize the kits to provide after school STEAM enrichment for Cycle 10 students.

UTEP students will work alongside ACE leadership and staff at the four Centers and will provide feedback for continuous improvement for the Cycle 10 Program. By incorporating the teaching experience into the UTEP education course syllabi and partnering with Ysleta ISD in afterschool and summer programming, both educator-preparation goals and 21st CCLC goals and key activities can be expanded and sustained. The UTEP students will also be excellent role models for at-risk children to pursue higher education.

Please, see the attached letter from UTEP as the grant joint applicant.

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

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Principals understand the important relationship between high-quality afterschool programs and desired academic and behavioral outcomes (Vandell, Reisner & Pierce, 2007) for low income students. The principals from the ACE campuses have years of experience, bring a wide range of expertise, and have success in implementing various forms of afterschool activities; two principals have prior ACE experience. Another principal attended the Harvard Family Engagement Institute through Raise Your Hand Texas. She was the 2007 Texas Teacher of the Year and 2016-2017 National Distinguished Principal for Texas. The principals agree that a structured and intentional yet flexible program that encourages collaboration, creativity, communication and critical thinking skills, maximizes learning and promotes positive relationships. Students participating in Ysleta ISD ACE (Cycles 7-9) Programs were eager to participate because of the non-traditional structure of the program compared to the school day.

To implement a successful program, the Site Coordinator will: communicate with school-day teachers to identify needs of particular students and align instruction, attend faculty and Professional Learning Community meetings, analyze STAAR benchmark and other data, and talk with school-day teachers to identify and understand areas needing instructional alignment. Site Coordinators will encourage school-day teachers to communicate with the ACE teachers about which concepts are proving most difficult. Similarly, they will encourage ACE teachers to share their lesson plans with school-day teachers to garner input. ACE teachers may also meet during the day with classroom teachers when lessons are being planned.

Academic enrichment activities will be designed to promote student success at school based on the “three R’s”: rigor, relevance, and relationships. Schools will look at participation and attendance information from prior ACE cycles to see what activities students found to be engaging, and what instructors felt led to positive outcomes. After students have begun to experience the ACE Program, Site Coordinators will survey them to see what and how they want to learn and will align activities. The schools’ instructional teams will justify the selection of activities by bridging students’ academic or social/emotional development needs with students’ preferences for what engages them. Academic enrichment activities will emphasize interests and skills that can prepare students for success. Other enrichment activities will be provided based on their history of being engaging and effective in developing self-discipline, talents and aptitudes, and a connection to school.

The integrated ACE curricula will strengthen academic and social skills. By adding this enriched layer to the school-day curriculum and increasing overall learning time, the district expects to see more students ready for grade level advancement. According to a study from Southern Methodist University, (Springer and Diffily, 2012), among elementary and middle-school children who participated frequently in afterschool activities, the researchers saw grades improve from the start of year to the end of year. This was especially true for elementary students. Researchers also saw improved school attendance for both age groups.

Project and problem based learning in STEAM activities and other academic and non-academic subjects will involve students in multi-step thinking, creativity, reading, writing, group discussion, and social interaction. Students will participate in engaging projects that build competency and improve self-confidence. Students will be more inclined to attend school daily by learning that academic work is manageable and achievement is attainable. Discipline referrals will drop as students use positive behavioral skills with teachers and peers. In the prior grant cycles, school-day teachers documented observations showing student growth in character, self-reliance, resilience, volunteerism, on-time completion of challenging work, confidence, and participation in projects as part of a team. There is a strong correlation between student achievement, positive behavior, and attendance. The goal of the program is to increase academic achievement so that the students’ self-esteem and self-confidence also improve. This supports healthy attendance and positive behavior in school and out of school. ACE Coordinators will monitor school-day attendance and discipline referrals in order to intervene and support as needed.

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

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

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

As described in the Paso del Norte Health Foundation's *Ignite Initiative* Strategic Plan, high quality programs for positive youth development provide seven key features: appropriate structure, opportunities for skill building, physical and psychological safety, positive social norms, supportive relationships, empowering youth involvement practices that support autonomy, and community involvement (Eccles and Gootman, 2002). The ACE Program will be structured and staffed to provide these seven key features in academic, enrichment, and parent/family activities. Academic activities may use problem-based learning (PBL) to complement the school-day curriculum. PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students (Boaler, 2002; Penuel & Means, 2000) in small group guided instruction in academic and enrichment activities. Having students work with STEAM gadgets, machines, and models, which they enjoy doing, will help them to persist in efforts to read and understand technically-written product instructions, thus building their literacy foundation and self-confidence. As the activities become more challenging, students will need to exercise greater problem-solving skills. In developing and presenting STEAM projects, students will showcase their creativity and use communication skills they learned through the project. Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations. (Finkelstein et al., 2010).

As described by the SREB Middle Grades Commission in its report, *A new Mission for the Middle Grades: Preparing Students for a Changing World*, when students learn STEM through hands-on, project-and problem-based contexts, students discover the need for doing well in math and science. The SREB Commission suggests that the arts and other subjects are also critical, as they help students learn to integrate diverse content into new understandings. However, a major concern among educators is that students will not be prepared for their next grade level unless they can read and analyze a range of texts and other materials and write about what they are learning. Therefore, ACE activities will integrate literacy skill-building and practice.

According to *The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School* (ACT 2008), "...the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school." Ensuring that students are on-track academically for college and career readiness by the middle grades is critical (Dougherty 2013). Cycle 10 activities will be aimed at providing students with engaging activities that promote in-depth learning of academic content, skills to tackle challenging concepts/curriculum, and positive youth development. Makerspace teaches K-12 students science, math and technology through various means. Students gather frequently for a group project using technologies and materials, such as 3D printers, robotics, microprocessors, textiles, wood and wires to construct robots and other electronic gadgets. This is great for helping students to learn science (and supportive academic concepts), by emphasizing the practical application of science over rote learning. It provides the added benefit of improving English proficiency as students talk through their work in teams and keep journals to record their progress (Maio, 2016). Because of the district's high ELL population, makerspace will be a useful practice for accelerating English language learning in before/afterschool programming.

The ACE Programs will support academic needs and enhance resilience, teaching students how to use social emotional skills, academic skills and expand those skills to new understandings and how to navigate in various environments. Academic support may also be provided through tutoring by using mentors/tutors, volunteers, and teachers.

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

County-district number or vendor ID: 071-905

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.**

Texas ACE Program will identify the immediate and intentional interventions and activities that support the student’s learning on the first day of participation. Campus administration and the Site Coordinator will plan activities that support literacy, math, and science, complementing the school day TEKS requirements. Select STEAM activities will support various student populations such as at-risk, economically disadvantaged, Special Education, ELL, and others. The ACE Program will provide extra help to struggling students in a variety of ways that they have not previously experienced. Data show that with both reading and math, most students benefit from extra time, small groups, and differentiated instruction. The ACE Program will enable students to put learning into action, giving them real-world problems to solve their own way, putting technology and projects in their hands that were previously assigned to only high achieving students, allowing multiple spaces to move around and showcase creativity. Ysleta ISD chose STEAM as the focus of the ACE program, because of the attraction these activities hold. STEAM activities gets academics off the page and into students hands. STEAM models of machines, technology, and physics relate to what students enjoy now – working on cars, music, computers, gaming, apps, innovating/creating – captures their interest and gives meaning to abstract concepts.

Because students enjoy working with STEAM projects, such as robotics, coding, chess, dance, using various artistic media and multimedia, incorporating math into art, sewing, cooking, and chemistry application, students may be more inclined to engage during the school day. In developing and presenting the products from their STEAM projects, they will need to use creativity, self-regulation and communication skills. Students will be practicing critical thinking and collaboration. Teachers, mentors, and sometimes extra staff with literacy expertise will engage individual students, small groups, or the whole class in brief literacy or skills tutorials to help students get through difficult materials. Having students work in teams on projects that last at least a week will help increase student attendance and extend their time in the program. They will have the opportunity to learn new content, practice skills and experience deeper learning, without the pressure of homework, testing, and grades.

Through the UTEP partnership, pre-service teachers will provide at least one interactive lesson per week, per center during the school-year that focuses on particular math, science, social studies and literacy TEKS and a one week summer camp at each Center. The activities will be hands-on and encourage team building, leadership, critical thinking, problem solving, and innovative student-derived applications. Students will use these activities as a springboard to look at things differently, questioning and developing alternative solutions. Enrichment activities such as leadership, art, dance, nutrition, and sports include key components of positive youth development and non-cognitive skills. ACE Activities will have sufficient and trained staff (combination of certified teachers, college-age mentors, volunteers). A student to adult ratio of 22:1 will be maintained, with most activities being 11:1. Structured STEAM activities will generally cross academic, enrichment and college/career exploration components. Parents are exposed to student learning processes and projects, through gallery walks, productions and activities designed to be shared between parent and child. Parents will be offered learning and support sessions that address student, educational and family support needs. Parents can be connected to free district programs that can assist in their education. The district’s Ysleta Community Learning Center provides Adult Education and High School Equivalency programs. The Academic Language Programs Department offers English as a Second Language (ESL) courses at various district schools for adults. Assisting parents to obtain educational skills offers them the opportunity to become full partners in the educational development of their children. The FES will use parent voice (survey, poll, focus group and one-on-one discussions) to determine areas of need that can be linked to program-associated community networks. The district’s Child Nutrition Services Department, provides a snack to students during the school day to enhance student functionality. Breakfast and/or lunch will be provided during the summer session.

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

County-district number or vendor ID: 071-905

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.**

With over 41,508 students and 61 campuses, Ysleta ISD is considered a large urban school district. The district uses a variety of methods and media to communicate with the community, including a comprehensive district website at www.yisd.net, school websites, email, flyers, messaging apps. Community town hall meetings and discussion sessions are held with district leaders to brief the community on initiatives, such as current updates regarding the district's bond projects.

The district will use similar methods to disseminate information about the ACE Program (purpose and goals, location, hours, events, contact information, etc.), as well as its contact with approximately 2,893 students and their families in participating schools during registration. Site Coordinators follow-up with interested or targeted students and parents to encourage enrollment and familial support. The Project Director and Family Engagement Specialist will develop a monthly calendar and other handouts in English and Spanish that explain the program and who to contact. Information will be posted on school websites in English and in Spanish. Mailings in English and Spanish will be sent to parents of targeted students.

Students with a digital devices (provided by the district's Engage Me! Initiative to students in grades 3 – 8) who have internet access at home will use their school email address to communicate with the teachers and site coordinators with regards to activities for the ACE Program. For students who do not have Internet access at home, cell phones and text messages serve as another way for schools to communicate to students and families.

Throughout the year the schools will promote the program through student presentations and inform parents about family activities, program activities, library and computer lab hours, student performances and presentations, etc. Ysleta ISD televises and live-streams monthly meetings of its Board of Trustees at which announcements regarding the program can be made. In 2017, a presentation to the Board provided community patrons information and progress of the Ysleta ISD ACE Program.

The district's annual Family Engagement Conference has been a success with parents. It brings together community agencies that provide services and supports to families. ACE Program staff set up tables at these types of district events to disseminate information. Also, the district has personnel who distribute parental engagement brochures, flyers and sends out messages through the district phone messaging system.

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

County-district number or vendor ID: 071-905	Amendment # (for amendments only):
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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.

Cycle 10 Centers will serve students from their home school during the school year and summer. As parents enroll students in the program they document on the enrollment form their decision on how their child will be transported to/from the program, and who is authorized to sign the student out. The options include parent drop off/pick-up, walking (if within a safe walking distance), district bus (reflecting school day means of transportation) and the occasional use of city bus. In the prior 21st CCLC cycle, a college tutor rode on the bus to ensure that students behaved safely and appropriately, limiting distraction to the driver. It is anticipated that Cycle 10 Centers will continue this safety measure.

As students arrive to program they sign in and are directed to their activity. Once program ends, students are dismissed by program procedures that include documentation of the time and method of departure, as well as those adults the parent(s) have approved for pickup. Authorized adults, with valid picture identification, will sign the student out. If the student is not picked-up within a reasonable amount of time, program staff makes every attempt to contact the parent or an authorized adult to make immediate transportation arrangements. Students are never left unattended. With parent consent during the enrollment process, students may sign themselves out to walk or ride the bus.

During daylight savings time, students who walk home are dismissed from program with time to get home before it gets dark. Parents of bus riders are reminded that students are dropped off at dusk and they should meet their child at the bus stop. Periodically student participation lists are provided to the district's transportation department to ensure the designated bus stops meet student needs. The bus stops have been deemed safe by the district's transportation department and are in close proximity to participating students home.

Three of the Cycle 10 Centers do not use school day district transportation. All students will be released to authorized adults or have permission to walk home (documented through enrollment forms).

Because of its large attendance zone, reaching the boundaries of the northeast section of the city, an area with higher crime rates, transportation is a safety priority for Parkland Middle School students. School bus transportation is provided to students when parents are unable to pick their child up from the ACE Program or the student lives beyond a safe walking route.

Note: For all Centers, student safety is top priority. Another safety measure that will take place is that all program activities will be scheduled in designated areas. For students whose parents pick them up, outside recreation will take place in lighted areas after dark, during daylight savings time. Students are not left unsupervised. During summer program, nurses will be available to support the ACE Centers.

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

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

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

Volunteers may be used in mentoring or coaching students in STEAM projects, leading them to solve problems and find solutions using scientific research methods. These volunteer advisors will include adults who work in the community in STEAM fields, including engineers, computer programmers, IT specialists, medical technologists, UTEP professors, interns and staff familiar with STEAM. Colleagues working in STEAM fields or organizations, such as the El Paso STEM Foundation; those who sponsor STEAM competitions, such as STEM Fiesta; and high school students who participate in a district T-STEM Academy will be sought for volunteer services. Volunteers may also tutor elementary and middle school students.

College students may elect to volunteer or intern through outreach activities based on their college majors. Ysleta ISD high school students that excel in STEAM activities such as robotics will be encouraged to periodically volunteer to help ACE Program students with robotics and computer programming projects. High school students are required to contribute 80 hours of community service and may opt to contribute to the ACE Program; it's mutually beneficial to all parties.

Campus principals and Site Coordinators will seek community volunteers, including seniors, who can demonstrate activities, skills, and talents such as graphic design, painting, creative writing, dance, drama, poetry, cooking, sewing, and military and civic leadership. Campus and district volunteer coordinators can be recruited to assist Site Coordinators in connecting with volunteers for enrichment activities. In 2017, over 4,000 volunteers contributed their time to district schools and families to support academic achievement.

District policies regarding volunteers will apply, including a volunteer application, proof of identity, a criminal history record review (background check), volunteer training, and wearing a district-issued badge while on duty. In working with students, volunteers are not left alone, a program staff member is present to supervise and ensure safety.

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

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

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

The outcomes and activities to be sustained, preferably through out-of-school time activities, are 1) to achieve an increase in literacy and math for struggling students so that they can meet the rigor to advance to the next grade level; 2) to give students a connection to STEAM in building on their strengths and interests; 3) provide families and parents opportunities for literacy, educational development and engagement in their children's education. As a preliminary plan for sustainability, the district will: 1) form the ACE Community Advisory Council to gather and monitor data on the impact of program activities; 2) consider plans for delivering a modified STEAM and literacy afterschool and summer program using Cycle 10 resources at potentially lower ongoing costs and tapping in-kind resources; 3) use the Community Advisory Council data and support to solicit assistance in sustaining at least a modified program at two of the four ACE schools; 4.) utilize district and community events and programs to continue to provide families and parents opportunities for literacy, educational development and engagement in their children's education.

The ACE Community Advisory Council will be comprised of district and community members. Each campus will garner the support of at least one community member (i.e., partner in education, strong volunteer preferably familiar with STEAM) as well as at least one member of their Campus Educational Improvement Council. The district's joint applicant, UTEP, will also provide member(s) to serve on this committee. The ACE Council's purpose will be to advise efforts and connect the district with community resources that can sustain ACE activities, such as the local STEM Fiesta and robotics competitions, etc.

Preliminary work with UTEP has brought about discussions on how they could incorporate the teaching experience into the UTEP education syllabi. Thereby, the ACE grant goals will continue to be sustainable with the potential to leverage and expand resources in the community. After the ACE grant ends pre-service teachers taking UTEP courses can continue to get required hands-on experience through the practicum of working with Ysleta ISD students in after school and summer programs and the district will be able to continue to use the UTEP developed curriculum.

As part of sustainability planning efforts, the district could examine how student clubs and competitive teams in STEAM could work during out-of-school-time through a planned series of learning activities that incorporate literacy, language, and non-cognitive skill-building. The district could examine modifications that might lower programs costs while utilizing ACE Program resources, such as combining sites for summer programming, sharing and allocating costs of transportation, utilizing pre-service teachers, high school students using required community service hours to tutor students, utilizing volunteers, shortening the weekly program, and absorbing necessary management tasks into campus processes. A summer component may be built around summer enrichment camps led by college STEAM students, and coordination of various funding streams. Parents and families could be connected to district/community programs that can assist in their education (i.e., Adult education, HSE, and ESL, free through district resources) and utilize other district on-going family engagement activities and support, such as the annual Parent Engagement Conference.

Campuses who have experienced the ACE Program understand the value it adds to the overall success of the students, parents and the school. Student success is evidenced by an increase in attendance, grades, motivation to learn, on-time grade advancement, and a reduction in discipline referrals. Parents become more engaged in their child's education, and show increase in literacy and work skills. As these are positive changes, sustaining program with adequate resources can be challenging. The district wants to provide all students with the resources they need to become successful learners. However, the district has unlimited needs with limited resources, and must reach out to the community for assistance. District grant writers could gather information on grant resources from outside and within the city, as well as local funders of STEM projects, such as Freeport McMoRan, Price's Creameries, and the El Paso Community Foundation. Ysleta ISD could also seek in-kind donations from community organizations to assist in sustainability efforts.

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

County-district number or vendor ID: 071-905	Amendment # (for amendments only):
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Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Ysleta ISD recognizes the “supplement not supplant” requirements under federal guidelines. Schools will continue to use state compensatory education (SCE), federal Title funding, and local funding to the extent they do now to provide schoolwide school-day academic and social supports. Regarding expenditures for extended learning, generally schools use some SCE and federal funding to provide some afterschool or Saturday tutoring, as well as related transportation costs. To the extent these activities take place at the same times and locations as ACE programming, the programs may coordinate use of facilities and transportation. Students receiving services with SCE and/or federal funds will be encouraged to also attend the ACE Program to build overall skills and reduce the need for accelerated instruction and remediation. In some cases the ACE Program may also provide tutoring, but this will supplement existing expenditures, to provide a more targeted effort to address student needs in ways different from the school day. Schools will continue to use SCE and/or federal funds to provide required accelerated instruction and remediation during the school year and the summer.

Generally, non-21st CCLC funding and resources will be used to provide snacks and summer meals to both ACE and other programs. Where ACE and other programs share the same activity (such as bus transportation to a campus), either the existing federal, state, or local program will bear all the costs or the costs may be allocated between the programs. These expenditures will be documented in the district’s Comparability Report.

To the extent possible existing campus supplies and materials may be utilized by the ACE Program, if available. Campus space, technology and equipment (lab, playground, gym, library, etc.) needed for the student participants will be available for ACE Program use. All students in grades 3-8 have been provided a personal digital device purchased through local funding that can be utilized for before/after school learning. Facilities, utilities, school office equipment will be made available for ACE Program use. Occasionally an event happens at a campus, such as a Health Fair, ACE Program promotes and supports the event in tandem with the school staff to generate campus/program parent participation. This encourages parent/campus interaction and parental support of the student’s educational journey.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

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

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Capistrano Elementary School 240 Mecca St. El Paso, Texas 79907		<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"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	071-905-127				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	82	Parent/legal guardian target (In proportion with student target):		20	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	East Point Elementary School 2400 Zanzibar St. El Paso, Texas 79925		<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 checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	071-905-120				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (In proportion with student target):		27	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Eastwood Knolls International School 10000 Buckwood Ave. El Paso, Texas 79925		<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 checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	071-905-106				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (In proportion with student target):		20	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Parkland Middle School 6045 Nova Way El Paso, Texas 79924		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071-905-042				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	105	Parent/legal guardian target (in proportion with student target):		26	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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

County-district number or vendor ID: 071-905 Amendment # (for amendments only):

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

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

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

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

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

County-district number or vendor ID: 071-905	Amendment # (for amendments only):
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TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SAFAL (TEA's compliance consultant) has found Ysleta ISD to be a grantee in "low need" (which is a successful rating). Ysleta ISD has been recognized nationally for closing achievement gaps and was named as a finalist for the Broad Prize for Urban Education in 2010 and in 2011.

The district will employ one FTE Project Director (PD) and a FTE Site Coordinator for each center, the Family Engagement Specialist and contract with the evaluator. From its prior grant cycle experience, the district knows the importance to quickly hire and train program staff. Job descriptions for Cycle 10 staff will have been approved and upon grant award these positions will be posted. UTEP will be notified of award to begin implementation. Principals will have recruited campus and other teachers. Once hired, Site Coordinators will confirm schedules and hire part-time teachers as needed, the program mentors, and any outside enrichment instructors. The Project Director will be responsible for overall management, using the checklist of management tasks from the Texas ACE Blueprint and utilizing ACE technical assistance, new grant orientation and training. Required TEA training will take place for program staff. The PD will hold the first staff training in late August and provide updates after the required ACE training. Local trainings include ACE tools, data entry, record management, payroll, budget and purchasing procedures, and lessons learned from prior cycles. The PD will create a Program Handbook with all deadlines, policies, and procedures and will finalize the Project Plan and oversee Center Plans for a program start of September 4, 2018. To recruit students, letters will be sent to parents of targeted students. Site Coordinators will follow up during the first weeks of school to confirm participation and enroll students.

The PD will establish a process and schedule for regular communication with Site Coordinators, principals, and the evaluator. The PD will continually monitor the entry of ACE-required data in the state system by the Site Coordinator and issues and delays will be addressed at staff meetings. Site Coordinators will conduct inventories of program supplies, and walk-through observations (similar to what principals use) of teachers, enrichment instructors and college mentors. The PD will be responsible for following a continuous planning schedule for the upcoming terms, adjusting from experience and refining for best practices, and integrating community stakeholders for advisory council, feedback and sustainability. All staff will comply with confidentiality requirements and will retain documentation of activities and expenditures, which the Project Director will monitor. The PD's management of the program will be supported by appropriate district leaders and departments. The PD will meet regularly with their supervisor (Associate Supt.) to review program implementation and address any issues that may occur and make necessary adjustments. The Finance Division will set up the grant budget, monitor use of funds and expenditures, coordinate payroll and benefits, purchasing, and compliance. The PD will be responsible for compliance with district and TEA requirements. The Cycle 10 Program will take place at three elementary schools (one serves students in grades K-8), and one middle school. Each of the ACE Cycle 10 schools will be an ACE Center with no feeder schools. Ysleta ISD schools participating in Cycle 10 meet the TEA eligibility requirements. The 21st CCLC will offer program 5 days and 15 hours per week for 29 weeks during the fall and spring, and for 4 days and 16 hours per week for six weeks in the summer. Each Center will begin September 4, 2018. Schools will offer the following program times: Capistrano ES, M-F, 2:45 – 5:45 p.m.; East Point ES, M-F, 6:45 – 7:30 a.m. and 2:45 – 5:00 p.m.; Eastwood Knolls International School, M-F, 2:45 – 5:45 p.m.; Parkland MS, M-F, 7:30 – 8:15 a.m. and 4:00 – 6:15 p.m. In summer 2019, the district anticipates it will begin summer program on the first Monday after school release. All Centers will offer the same summer schedule of 8:00 a.m. to 12:00 p.m., Monday through Thursday (See Schedule 17; TEA Requirement 1, for other Center information). Direct or indirect program costs are payroll, equipment, supplies, student transportation (daily and TEA authorized field trips), contracted services for curriculum support and evaluation, professional development and related travel will be utilized to assist the ACE Centers to meet the program goals and objectives to reach students and families most in need (budget will be discussed in more detail in Schedule 21).

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

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

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

Ysleta ISD intends to engage an independent evaluator to conduct an evaluation of the ACE Program. The independent evaluator will thoroughly review all grant documents, TEA's format for the evaluation report, and the ACE Blueprint appendix on evaluation, and will make a list of all data to be tracked. The evaluator and the Project Director together will make a schedule of when that data becomes available and how it will be collected and set data collection deadlines and periodic meetings to review the data, the contextual issues that might be impacting data or reporting, and the evaluator's analysis and recommendations for program improvements. The evaluator will coordinate the collection and monitor the quality and completeness of the required and optional data, analyze all data and internal monitoring, review evaluation progress and results with staff, and assist in preparing the Final Yearly Report. The evaluator will also assist in developing satisfaction survey questions, provide recommendations for continuous improvement and support the ACE Technical Assistance Consultant in onsite monitoring.

The ACE Program evaluator and stakeholders will review the above processes and the following indicators of proficiency to determine the effectiveness and quality of the ACE Program. The indicators include 1) review of quantitative data and needs-based referrals of attending students in need of academic acceleration; 2) tracking of quantitative data on program operations: daily student ratios of 11 to 1, Center days follow schedule and grant requirements, and 70% of student Regular status (TEA required number of days) reached by the beginning of spring term, 100% by end of summer term; 3) measure implementation fidelity through logic models, site visits/observations and interviews, and program documentation including, schedules, school-day grades and behavior, and relevant activities (needs based and student voice). 4) inclusion of literacy and language activities, evidence of multiple problem solving methodologies and evidence of student engagement, decision-making and creativity; 5) measure student proficiency and family satisfaction through surveys, student products; and 6) track pre- and post- program assessment data, grades, attendance, school referrals.

The Project Director will provide the evaluator with TX21st summary data. The district's department of Technology Information Systems will work with the evaluator to provide school day student performance data as well as enrollment and attendance data. As qualitative data, the Site Coordinator for each ACE Center, in keeping with the requirements of the Key Task Assessment (KTA), will document Center activity and service. This will offer a succinct description of the activities and services delivered under the program, the personnel and providers involved and the materials used. The evaluator will use observation notes for site visits and observation of activities. All evaluation activities are in accordance with the Family Educational Rights and Privacy Act (FERPA).

Formative findings will drive activities, recruitment and enrollment measures that can be modified and inform stakeholders for continuous improvement. Summative evaluation findings will be used to inform program development and implementation in subsequent years. Final reports will be made available on request at the Center and by posting the district's Cycle 10 ACE Program webpage.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 071-905			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 071-905

Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 071-905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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: 071-905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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County-District Number or Vendor ID: 071-905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 071-905 Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):	
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p>Failure to complete this schedule will result in an applicant being disqualified.</p>			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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