

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

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	Place date stamp here.
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:44</div>
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

Part 1: Applicant Information					
Organization name			County-District #		Amendment #
Harris County Department of Education			101-000		
Vendor ID #		ESC Region #		DUNS #	
74-6001215		IV		188326151	
Mailing address			City	State	ZIP Code
6300 Irvington Blvd.			Houston	TX	77022-5618
Primary Contact					
First name		M.I.	Last name		Title
Michael			Wilson		Asst. Director of Support Services, CASE for Kids
Telephone #		Email address			FAX #
713-696-2149		<a href="mailto:mwilson@hcde-texas.org">mwilson@hcde-texas.org</a>			713-696-1340
Secondary Contact					
First name		M.I.	Last name		Title
Lisa			Caruthers, Ph.D.		Director, CASE for Kids
Telephone #		Email address			FAX #
713-696-1336		<a href="mailto:licaruthers@hcde-texas.org">licaruthers@hcde-texas.org</a>			713-696-1340
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
James		Colbert, Jr.	County School Superintendent
Telephone #	Email address		FAX #
713-696-0715	<a href="mailto:jcolbert@hcde-texas.org">jcolbert@hcde-texas.org</a>		713-696-0723
Signature (blue ink preferred)			Date signed

Date signed  
4/26/18

*Only the legally responsible party may sign this application.*

701-18-111-039

Schedule #1—General Information	
County-district number or vendor ID: 101-000	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
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**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)  
 Enter the start and end dates of your fiscal year in Section 1.  
 In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

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

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

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

County-district number or vendor ID: 101-000	Amendment # (for amendments only):
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**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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_____	_____
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: 101-000

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: 101-000

Amendment # (for amendments only):

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

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	<p>Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.</p>
12.	<p>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.</p>
13.	<p>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).</p>
14.	<p>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.</p>
15.	<p>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.</p>
16.	<p>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.</p>
17.	<p>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.</p>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

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

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

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

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

County-district number or vendor ID: 101-000	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

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

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

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

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

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

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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 101-000			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101-000 Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

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

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

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

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

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

**Part 3: Revised Budget N/A**

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

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

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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

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

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101-000	Amendment # (for amendments only):
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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Harris County Department of Education’s Center for Afterschool, Summer and Enrichment (CASE) for Kids division submits this application to provide comprehensive afterschool services for 975 economically disadvantaged students and 400 family members in urban and rural areas specifically impacted by Hurricane Harvey. Students served will benefit from targeted academic assistance, enrichment activities, restorative discipline practices, college and career readiness activities, as well as additional wrap around services. Program services relate directly to needs identified in Campus Improvement Plans and align with the goals of the Cycle 10 grant by including best practices to improve academic performance, decrease disciplinary referrals, help students advance to the next grade, prepare students for post-secondary education and careers, and provide families tools to support their student’s success.

CASE developed the requested budget of \$1,500,000 through discussions with participating campuses, a review of Texas ACE Blueprint activity cost worksheet and a historical review of CASE’s 21<sup>st</sup> CCLC project budgets. CASE guided each participating district in developing budgets in relation to program services, existing campus resources and prospective activities based on campus needs assessments. The proposed program will serve 10 Centers representing two school districts and four charter school systems. Demographics of the Centers, which include elementary, middle and high schools, reflect the goals of the grant. According to 2016-2017 Texas Academic Performance Reports, the campuses average over 80% economically disadvantaged students and 70% are at-risk. One campus is a Focus School as identified for priority by TEA. All campuses qualify for schoolwide intervention services under Title I, Section 1114. Furthermore, all campuses have students and families who were affected by Hurricane Harvey. To select Centers, CASE designed the needs assessment, which builds on data sets and community initiatives to improve youth services in the greater Houston area. In selecting Centers, CASE used community reports, studies and a Houston Endowment fiscal scan of afterschool funding streams, locations and numbers of students served. Strategies for services are based on Campus Improvement Plans, PEIMS reports, and data submitted by campuses. Once funded, Centers will integrate individual student needs assessments and monitor student progress each semester. Ongoing process monitoring will integrate parent and youth voice to ensure efficacy of the process and that activities are relevant to the clients served.

Using the Texas ACE Blueprint as the foundation, the 21<sup>st</sup> CCLC CASE Team, consisting of the Project Director, Site Coordinators, Family Engagement Specialist, Curriculum Specialist and Data Coordinator, will manage the program. These staff will provide grant oversight, direct program support and provide technical assistance. To maintain consistent high-quality management, the Project Director will host monthly meetings with the 21<sup>st</sup> CCLC CASE Team to monitor and facilitate each Center’s progress toward achieving grant goals. The Project Director will use: 1) CASE’s Compliance Form to verify program operations; and 2) the Youth Program Quality Assessment Tool, developed by the David P. Weikart Center for Youth Program Quality to rate program quality. An independent Evaluator will use quantitative and qualitative methods to measure progress in defined program areas. Data collected include grades, test scores and attendance records, as well as information from surveys and focus groups. The Evaluator will prepare a mid-year evaluation brief describing the progress of the program, which will guide Site Coordinators to make necessary changes for program improvements. The Evaluator will also prepare the annual evaluation report.

For statutory requirements, activities are based on the need for literacy, numeracy and wrap around services. Activities incorporate research and best practices, including social emotional learning and youth voice. Program partners are six local education agencies, along with community providers and volunteers. All Centers have procedures for safe student transportation. Sustainability highlights strategies at the Center and program levels to build a high-quality program, share learning tools, strengthen professional networks and coordinate resources. For TEA requirements, the 21<sup>st</sup> CCLC CASE Team manages the program and provides in-depth technical assistance to Centers. The evaluation plan outlines the formative evaluation process, measures and data collection methods to ensure continuous program improvement.

CASE has a history of convening community partners to maximize resources and is committed to leveraging public and private funds to sustain the program. Boards of partner districts and charters are also committed to supporting afterschool programs and will enlist their individual and collective networks to bring in resources after the grant ends. CASE, Center staff and Center Advisory Councils will work together to create a financial plan and promote afterschool in the region to generate interest and continued support. TEA 21<sup>st</sup> CCLC Cycle 10 funds will empower CASE to continue servicing its vision that every child in Harris County has access to a quality afterschool program.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 101-000			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$138,331	\$36,169	\$174,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,303,500	\$1,000	\$1,304,500
Schedule #9	Supplies and Materials (6300)	6300	\$2,000	\$0	\$2,000
Schedule #10	Other Operating Costs (6400)	6400	\$11,500	\$0	\$11,500
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,455,331	\$37,169	\$1,492,500
.5% indirect costs (see note):			N/A	\$7,500	\$7,500
Grand total of budgeted costs (add all entries in each column):			<b>\$1,455,331</b>	<b>\$44,669</b>	<b>\$1,500,000</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

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

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

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

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 101-000		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director (required)		1	\$44,390
5 Site coordinator (required) <b>Hired by school district</b>			\$
6 Family engagement specialist (required)		1	\$42,922
7 Secretary/administrative assistant		1	\$6,500
8 Data entry clerk		1	\$4,698
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist		1	\$12,195
<b>Auxiliary</b>			
11 Counselor			\$
12 Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
<b>Other Employee Positions</b>			
19 Assistant Director		1	\$8,500
20 Curriculum Specialist		1	\$11,998
21 Title			\$
22	Subtotal employee costs:		\$131,203
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay		\$
25 6121	Support staff extra-duty pay		\$
26 6140	Employee benefits		\$43,297
27	Subtotal substitute, extra-duty, benefits costs		\$43,297
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$174,500</b>

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101-000		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	Association for the Advancement of Mexican-Americans (AAMA) – to implement 21 <sup>st</sup> CCLC comprehensive programming at George I. Sanchez High School	\$122,000
2	Galena Park ISD – to implement 21 <sup>st</sup> CCLC comprehensive programming at North Shore, Tice and Williamson Elementary Schools	\$388,500
3	BakerRipley - to implement 21 <sup>st</sup> CCLC comprehensive programming at Promise Community School at Baker-Ripley	\$122,000
4	Raul Yzaguirre Schools for Success – to implement 21 <sup>st</sup> CCLC comprehensive programming at Houston STEM & Early College High School	\$122,000
5	Sheldon ISD – to implement 21 <sup>st</sup> CCLC comprehensive programming at C.E. King High School, C.E. King Middle School and Royalwood Elementary School	\$373,500
6	Southwest Schools – to implement 21 <sup>st</sup> CCLC comprehensive programming at Southwest Bissonnet Elementary School	\$129,500
7	Professional Development – to provide frontline staff with training on topics such as cultural responsiveness, inclusion, classroom management and targeted student intervention strategies	\$12,000
8	Sustainability Planning – to provide Centers with necessary training and support in creating a sustainable infrastructure to allow out-of-school time programs to continue beyond 21 <sup>st</sup> CCLC funding	\$2,000
9	Mental Health Resources – to provide mental health trainings and resources to program staff and students at \$1,100 per center	\$11,000
10	Health and Human Services Resources – to provide students with resources for physical hygiene needs, available food banks and behavioral health services at \$450 per center	\$4,500
11	Restorative Discipline – to provide conflict resolution and peer mentor training to targeted students with discipline referrals or demonstrated at-risk behaviors at \$850/Center	\$8,500
12	Career Competency Development – to provide targeted students (grades 8-12) with activities to discuss career competencies such as professionalism/work ethics, oral/written communication, leadership, self-confidence and teamwork/collaboration at \$750 from four centers serving 8-12 grade	\$3,000
13	Family Engagement – contract community service providers to implement family engagement activities to support ACE adult participants at \$500/Center	\$5,000
b. Subtotal of professional and contracted services:		\$1,303,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$1,000
(Sum of lines a, b, and c) Grand total		\$1,304,500

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101-000		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$2,000
<b>Grand total:</b>		<b>\$2,000</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101-000		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$2,500
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$4,000
<b>Grand total:</b>		<b>\$11,500</b>

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101-000			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

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

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101-000 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	Possess a 4-year degree; experience administering federal/state grants; 21 <sup>st</sup> CCLC and afterschool coordination preferred; leadership experience; excellent written and verbal skills; attention to detail; and ability to manage timelines with multiple milestones
2.	Site Coordinator(s)	Possess a 4-year degree or relevant youth development work experience in an educational setting; ability to manage multiple staff, volunteers and contracted vendors; ability to create TEKS-aligned activities and collect/enter data into a data management system
3.	Family Engagement Specialist	Possess a 4-year degree; experience identifying and managing community resources; written and verbal communication skills to ensure effective correspondence with families; training experience and familiarity with adult learning strategies
4.	Curriculum Specialist	Possess a 4-year degree and valid teaching certificate; ability to integrate research while designing and implementing TEKS-aligned curriculum; training experience
5.	Data Coordinator	Possess a 4-year degree; ability to maintain data systems; ability to import, export and format data; experience in providing technical assistance and training in data entry

**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.	80% of regular students needing academic assistance will improve scores	1. Determine student interest and academic needs	08/01/2018	Ongoing
		2. Schedule academic activities	09/01/2018	Ongoing
		3. Enroll students in targeted activities	09/01/2018	07/12/2019
		4. Train providers in numeracy, literacy and SEL	09/01/2018	05/31/2019
		5. Assess student data, modify activities as needed	10/01/2018	Ongoing
2.	80% of regular students will have higher school day attendance than non-participants	1. Survey students and create student advisory boards	09/01/2018	09/30/2018
		2. Offer broad array of engaging hands-on activities	09/01/2018	Ongoing
		3. Monitor activities and level of student engagement	09/01/2018	Ongoing
		4. Evaluate student attendance outcomes monthly	09/01/2018	5/31/2019
		5. Communicate with parents when absences occur	09/01/2018	05/31/2019
3.	80% of students needing behavior intervention will demonstrate improved behavior	1. Adopt restorative discipline practices at Centers	08/01/2018	05/31/2019
		2. Train Site Coordinators & Student Advisory Boards	09/01/2018	05/31/2019
		3. Identify youth needs related to Hurricane Harvey	09/01/2018	Ongoing
		4. Identify social service providers for programming	09/01/2018	05/31/2019
		5. Evaluate student behavioral outcomes	09/01/2018	05/31/2019
4.	90% of regular students will report increased awareness of college and career options	1. Determine student college and workforce interests	09/01/2018	9/30/2018
		2. Invite business professionals to speak to students	09/01/2018	Ongoing
		3. Invite college representatives to Centers	09/15/2018	07/12/2019
		4. Coordinate workforce readiness activities	09/01/2018	07/12/2019
		5. Host college and workforce readiness events	09/15/2018	07/12/2019
5.	90% of parents will increase awareness of strategies to promote student academic success	1. Conduct parent interest surveys	09/01/2018	06/30/2019
		2. Implement parent engagement activities calendar	09/01/2018	Ongoing
		3. Host parent training series	09/01/2018	09/30/2018
		4. Launch family-based events for student success	09/30/2018	Ongoing
		5. Evaluate awareness level of adult participants	09/01/2018	05/30/2019

**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: 101-000	Amendment # (for amendments only):
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**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.**

In August 2017, Hurricane Harvey had a devastating impact on students, their families and schools in the greater Houston area. To make informed decisions on how to prioritize the need for selecting Centers, CASE considered the hurricane's impact on the region, as well as reviewed TEA's assessment of priority and focus campuses and CASE's afterschool landscape, which profiles multiple funding streams for out-of-school time programs in the Harris County region.

**Center Selection:** Through area mapping of out-of-school time investments and work with City of Houston, United Way, school districts and local foundations, CASE prioritized Centers based on the following:

- Underserved youth: 50% or more Economically Disadvantaged
- High % of At-Risk Students
- Regions impacted by Harvey
- Center willingness to align afterschool programming to support school day wrap around services
- Districts and charters that are not of scale to access 21<sup>st</sup> CCLC funding on their own

Districts/charters submitted to CASE a Campus Profile, their 2016-2017 Texas Academic Performance Report (TAPR) and responses to the identified priorities. To create a competitive application that includes regional pairing to encourage Site Coordinator collaboration, CASE selected the following: two **southwest Houston** elementary charters--Promise Community School at Baker-Ripley and Southwest Bissonnet Elementary; two **southeast Houston** secondary charters--George I Sanchez High School and Houston STEM & Early College High School; in **east Houston** three Galena Park ISD elementary schools--North Shore Elementary, Tice Elementary, Williamson Elementary; and from one of the most Harvey-impacted school districts, a feeder pattern of three schools from Sheldon ISD--Royalwood Elementary, C.E. King Middle School and C.E. King High School. The communities in which the selected Centers are located range from urban to rural and have large economically disadvantaged and minority populations. According to the combined 2016-2017 Texas Academic Performance Reports, 83% of students are economically disadvantaged, 70% are at-risk and 96% are minorities. All campuses qualify for school wide intervention services under Title I, Section 1114. Of the 10 Centers selected, one is a Focus school, which TEA has identified as a priority area, and six have not received 21<sup>st</sup> CCLC funding in the past. Centers that have previously participated in 21<sup>st</sup> CCLC have not received funding in the past five years or more, and have demonstrated sustainability efforts through district and community support.

**Center Needs and Resources:** The two elementary charter Centers are located in **southwest Houston** and serve large populations of recent immigrants and refugees. Students and families at these Centers live in low-income housing and have limited English proficiency. Current resources for both of these campuses support the acquisition of English language skills and acculturation. The two secondary charter Centers are located in central **southeast Houston**, a high crime area. The area has had over 4,262 criminal offenses committed by juveniles (National Gang Threat Assessment, 2010). Current resources at these charters are dedicated to peer mediation and conflict resolution. Centers in Galena Park and Sheldon ISDs are located in far **east Houston** where many families are working-class with limited income to take care of basic necessities. Only 5% of residents have a bachelor's degree or higher in Galena Park, compared to 31% in the city of Houston (American Community Survey, 2017). District staff expressed the need for intensive tutorials to close the achievement gap in reading and math, conflict resolution strategies and services to create an atmosphere of success. At the Sheldon ISD campuses, over 70% of students qualify for free/reduced lunch. The Sheldon area was one of the hardest hit by Hurricane Harvey and students have dealt with challenges including displacement, lack of transportation and long waits for resources to address what is now an extended period of recovery.

**Strategies:** Common needs that emerged aligned with the CASE for Kids model: support for academic benchmarks related to numeracy and literacy, need for high-quality enrichment activities to spark youth's interest in school attendance, projects that connect school day learning to college and career paths, increased necessity to address social needs of youth, and family and parental support services. Students attending school in this proposal need an afterschool program to provide academic and enrichment activities in a safe and nurturing environment. Through collaboration with social service providers, CASE will coordinate wrap around services to address issues such as mental and physical health needs, housing, violence and other concerns that affect students' ability to learn. Each Center will provide families with events, trainings and support services so that they are better equipped to support their students' academic needs.

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

County-district number or vendor ID: 101-000

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.

Harris County Department of Education’s (HCDE) Center for Afterschool, Summer and Enrichment (CASE) for Kids division will serve as the fiscal agent in collaboration with six local education agencies to administer the Texas ACE Cycle 10 grant. HCDE will formalize partnerships with each entity through an interlocal contract agreement instead of shared service agreements, as TEA has historically advised. Districts will implement programming and service providers will provide content through contracted services.

**HCDE/CASE:** CASE is responsible for providing overall grant management, technical assistance to the Centers, professional development, curriculum resources, community partners and budget oversight (including expenditure reimbursements). To ensure implementation of a quality program, CASE will employ the Project Director and Family Engagement Specialist. Furthermore, a Data Coordinator, and Curriculum Specialist will provide additional support for assurance that all services provided at each Center meet Texas ACE mandates. CASE will:

- oversee grant deliverables and serve as representative for all TEA correspondence and required engagements
- direct program implementation, maintain data systems and provide technical assistance to assure compliance
- provide additional resources such as access to numeracy and literacy curricula and materials, as well as training and technical support for Center staff in implementation of the model components
- maintain a database of vendors that are bid through a public process and available to Centers
- directly contract with social service providers to implement grantee-wide social services for students identified as needing additional wrap around services.

**Collaborating LEAs:** Through an interlocal agreement, CASE will allocate funds to each partnering district to implement the proposed Texas ACE program. Services provided at each Center will address identified needs of students and their families under the CASE for Kids model. Each Center will: 1) employ a full-time Site Coordinator and secure additional program staff and service providers; 2) oversee day-to-day operations, ensure compliance and maintain attendance and student records; 3) participate in all evaluation requirements and facilitate youth voice through student surveys, focus groups and leadership activities to help inform program design; 4) work with their districts to procure supplies and materials for program activities, including technology, and allocate other operating costs for travel and training for program staff; and 5) work with school counselors to identify youth in need of additional wrap around services, as students continue to face flood recovery issues or other barriers that may hamper academic success. Each district has also agreed to provide a minimum of 5% of leveraging funds, including in-kind, to further support the Texas ACE Cycle 10 program.

**Community Providers:** Centers will use local community members to provide an array of opportunities to students and families. Youth serving organizations and community volunteers will deliver innovative projects that are engaging and address the academic needs and enrichment interests of students. Through collaboration with Centers, CASE will select three to five social service providers to implement wrap around services across all 10 Centers. Corporate representatives will work with CASE to provide college and career readiness content through hands-on learning opportunities aligned with their business sector. Corporate volunteers will participate in activities that allow them to share their own educational and career paths and provide a real-world connection to school day learning. Community providers will follow all district policies for volunteer and vendor placement.

**Sustainability:** The partnerships allow for program sustainability by leveraging HCDE’s Board of Trustees funding investments and CASE’s experience with leveraging public and private funds with district-based resources, such as Title I funding and other established district funding streams. CASE staff will train Site Coordinators on how to identify potential funders, leverage existing funds and access community resources. Together, the Cycle 10 Project Director and Site Coordinators will integrate best practices for leading Center Advisory Councils in creating a sustainability plan.

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

County-district number or vendor ID: 101-000 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.**

Goals	How Program Addresses Goals
Performance	All CASE Centers will offer structured <b>academic assistance</b> such as homework help, coordinated tutorials, and scholastic clubs related to core academic subjects. Center staff will place students in tutorials and clubs based on their individual needs, report cards, standardized test scores and teacher referrals. Staff will also collaborate with teachers to ensure tutoring and homework help align with school day curriculum. Academic supports will focus on skill mastery and soft skills to reinforce cooperative learning. CASE will also train Site Coordinators, support staff and service providers in numeracy, literacy and Social and Emotional Learning (SEL) integration. Research shows that collaborative efforts to integrate literacy and numeracy ensures improvement in student performance (Reily, 2016). Trained staff will integrate literacy and numeracy to enhance student performance during the school day.
Attendance Rates	Centers will offer diverse <b>enrichment learning opportunities</b> based on expressed youth interest. Afterschool programs offering enrichment activities that build on student interest increase school connectedness and increase school day attendance rates (Chang & Jordan, 2013). Activities include arts integration, healthy habits and culture exploration to keep students engaged through disguised learning. Center staff will communicate with parents about the activities and students' attendance. To ensure youth voice and choice, programs will seek feedback from their <b>Student Advisory Boards (SAB)</b> , which will provide continuous evaluation to ensure planned activities maintain student interest and engagement. A longitudinal study of afterschool programs that integrate youth voice and choice evidenced that participants had higher school day attendance rates than non-participants (Vandell et al., 2007).
Discipline Referrals	To improve behavior and reduce discipline referrals, Centers will integrate a <b>restorative discipline practice model</b> into their afterschool program. It is critical for afterschool staff and service providers to use techniques consistent with the school day staff to maintain supportive environments. The SAB will actively participate in the model, as student involvement in restorative discipline increases student buy-in and reduces disciplinary infractions (Davis, 2014). CASE will also facilitate a <b>Hurricane Harvey Relief</b> initiative to provide social service support to youth impacted by the storm. Research shows that traumatic stress impacts children and adolescents' daily functioning and can often result in disruptive behaviors (Ko et al., 2008). Site Coordinators will identify service areas and providers in conjunction with school day staff to best address specific needs of students.
Advancement, High School Graduation and Career Competencies	To encourage advancement and high school graduation, Centers will connect school day learning with <b>college and career activities</b> . Activities will integrate career-oriented professional speakers, ongoing mentor programs, project-based learning activities, college and career evenings, and local college tours for older youth. CASE will facilitate a <b>Kids' Day Series</b> that focuses on developing 21 <sup>st</sup> century skills through project-based learning. Project-based curriculum that blends youth development and workforce preparation readies youth for future work in the knowledge economy (Cochran & Ferrari, 2009). Kids' Days are developed in collaboration with industry experts, local corporations and nonprofit organizations. Each Kids' Day includes a series of lessons, a culminating event and active engagement of professionals from the collaborating entity.
Active Family Engagement	<b>Family engagement</b> activities are geared toward ensuring a welcoming environment and are developed by integrating parental feedback. Research states that families are more likely to be engaged when they feel welcomed and see themselves as part of the school campus/afterschool program (Little, 2007). Centers will focus on providing families resources and tools such as future planning and reflections, financial literacy, health and nutrition, college application assistance, conflict resolution, home based libraries and adult education services. Through family engagement programming, participants will become better equipped to provide academic assistance to their children.

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

County-district number or vendor ID: 101-000	Amendment # (for amendments only):
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**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The CASE for Kids Model is designed to align with the Texas ACE four Core Components (academic assistance, enrichment, workforce readiness and family and parental engagement), and address community and student needs. The 21<sup>st</sup> CCLC CASE team (Project Director, Family Engagement Specialist, Curriculum Specialist, Data Coordinator and Site Coordinators) integrates research and evidence-based practices into their professional development and service delivery strategies. The team will meet monthly to identify best practices, discuss issues related to implementation and share resources. Reference materials and technical support are also provided to all Centers on an ongoing basis and stored on a shared online portal. CASE trains program staff and service providers to reinforce identified research and evidence-based practices. Examples of three primary best practices integrated into the CASE for Kids model are below:

**Literacy, Numeracy and SEL Integration:** Students in proposed Centers struggle in writing and math, as more than one-third of middle and high school students did not meet the writing standard and more than one-third of middle school students did not meet the math standard. Also, elementary schools have a high rate of students (69%) with limited English proficiency (Texas Academic Performance Reports, 2016-2017). CASE will provide each Center with TEKS-aligned curriculum and program guides that focus on state mandated standards and incorporate the three components of literacy, numeracy and social emotional competencies. These strategies are integral to student success and help address the growing opportunity gap that blocks access for children from low-income families to the resources that help prepare them for their future (Putnam, 2016). Research recommends literacy development strategies such as read alouds, writing and individual reading (Saracho, 2017). CASE lesson plans will include activities that contain one or more of these components to help students learn fluency, formulate their thoughts and practice correct word usage (Zygouris-Coe et al., 2004). To increase math skills, Centers will implement numeracy development with three concentrations: problem-solving, recognizing patterns and math communication. Numeracy integration teaches students to think critically, practice math communication in everyday life and implement the problem-solving process with peers (McRel, et al. 2004). The integration of social and emotional learning into diverse enrichment activities is also important because, according to Durlak, et al. (2011), “students who participate in social-emotional learning activities demonstrate fewer conduct problems; have lower levels of emotional distress; and significantly improve in academic performance.” CASE will provide training in evidence-based curricula, as well as lesson plans specifically designed to suit the afterschool learning environment, through workshops, online webinars and site-based mentoring.

**Data Driven Decisions and Youth Voice:** Programs that routinely use data and integrate youth voice as a resource to develop youth programs are able to target services to better address needs, evidence higher community engagement and are more sustainable (Maali, 2007). Staff will review data on a routine basis to ensure program quality and provide services based on individual needs. Data Coordinator will prepare monthly reports based on activities, attendance and Center-level data. Teacher, parent and student survey data are included as they become available. Parental input is also a key strategy to ensure relevant programmatic decisions are implemented. The Family Engagement Specialist will conduct focus groups, survey parents and conduct targeted outreach, as programs that incorporate parent voice through surveys and routine correspondence evidence higher attendance rates (McCombs, 2017). Most importantly, each Center will create a Student Advisory Board. Youth advisory councils have proven to influence peer recruitment, selection of quality afterschool service providers and choice in program design (Pitman, 2016). Student Advisory Boards will assist in integrating restorative justice programs into their afterschool programs. When youth engage in the process, it allows programs to resolve conflict, hold individuals and groups accountable, repair harm and restore positive relationships, reduce, prevent, and improve harmful behavior, build healthy relationships between educators and students, and address and discuss the needs of the school community (Restorative Practices Working Group, 2014).

**Collaborate to Address Individualized Need:** To address multiple needs of participating youth, Centers will collaborate with school administrators to expand wrap around services. As school day resources are limited, schools that collaborate can leverage additional services to benefit their youth (Birmingham, 2005). Site Coordinators will set up regular correspondence with school administration and counselors to review rosters and assess student need. The Harvard Family Research Project (2008) asserts that afterschool programs are more likely to exhibit high quality when they effectively develop, utilize, and leverage partnerships with a variety of stakeholders, especially families, schools, and communities. CASE will recruit and screen through a public bid process high quality providers with expertise in providing academic supports, enrichment activities and social services. Centers will utilize this list as well as other community resources to develop partnerships to support their program activities.

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

County-district number or vendor ID: 101-000 Amendment # (for amendments only):

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

The CASE for Kids model creates a framework for all Center activities that align with best practices and research. Along with previous research cited, CASE used the Texas ACE Blueprint and the *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*, edited by Terry K. Peterson, Ph.D., (2013) to develop the five components of the model. This compendium of 100 articles documents afterschool's positive impact on youth participants through activities in the areas of academic performance, attendance, disciplinary referrals, college and career readiness and parental engagement outcomes. Through the needs assessment process, program partners presented an initial list of activities and potential collaborators necessary to address current gaps in service. Project Director, Site Coordinator and the Student Advisory Boards will reference these activities, along with the full needs assessment, to create a final program schedule. CASE selects collaborators from a list of pre-screened and publicly bid service providers.

<b>CASE Model Components</b>	<b>Activities:</b> Example of activities and special events that support the model component theme <b>Collaborators:</b> Current and potential partner organizations or individuals that provide services
<b>Academic</b>	<b>Activities:</b> Homework help, coordinated tutorials, core academic clubs related to ELAR, math, science and social studies, creative writing, STEAM, credit recovery and activities for English learners. <b>Collaborators:</b> Comp-U-Dopt, Tutor Doctor, Math-A-Mathetics Tutoring, HCDE Teaching & Learning Center, community volunteers
<b>Enrichment</b>	<b>Activities:</b> Fine and Performing Arts, Healthy Living Nutrition and Cooking Class, Engineering: Houston City of the Future, Summer Learning Day, Grand Slam Tennis Jam, Foreign Language, Literacy Through Photography, Coding Club and Robotics, Debate, Health, Fitness and Sports <b>Collaborators:</b> Hobby Center for the Performing Arts, local professional artists, Science of Sport, FotoFest, BotShop, Houston Center for Contemporary Craft, Houston Tennis Association, Urban Harvest, Artist Boat, HP Inc., Chevron, Language Kids Houston
<b>Wrap Around Services</b>	<b>Activities:</b> Character education, drug awareness & prevention, health & fitness, anger management, life skills, mindfulness, yoga, etiquette, trauma coping strategies, Rising Up, Restorative Circles <b>Collaborators:</b> School day counselors and nurses, Parris Foundation, The Harris Center for Mental Health and IDD, Boy/Girl Scouts, law enforcement, E Colors in Education, Teen TRUTH, We Are In It Together, P.A.I.R. Houston, DePelchin Children's Center, HCDE Center for Safe and Secure Schools
<b>College and Career</b>	<b>Activities:</b> College/career-oriented speakers or college nights, life skills 101, mentor programs, poverty simulation, Kids' Day Entrepreneurship, Kids' Day Amazing Race-University Edition, <b>Collaborators:</b> Local universities, PTAs, local banks, Project GRAD, Gear Up, Genesys Works, Training & Leadership Consulting, American Institute of Architects, HP Inc.
<b>Parental Engagement</b>	<b>Activities:</b> Family nights, homework strategies, internet safety, anti-bullying, social media awareness, GED, bilingual counseling for families, nutrition, game night, fitness, cultural awareness through arts <b>Collaborators:</b> BakerRipley Community Center, Workforce Solutions, District family engagement programs, Houston Food Bank, PTAs, Texas Center for the Missing, HCDE Adult Education, Abundance Educational Consulting, 5-Star Academy, Dinky Drum Co., Brazilian Arts Foundation

**Cross-Center Activities:** All Texas ACE Centers will create a Student Advisory Board (SAB). These students will provide youth voice to the program through engagement with program design, integration of a Restorative Discipline practices model and participation in the Center's Advisory Council. Curriculum Specialist will create a SAB framework that will include suggested agendas, lesson plans and a timeline to ensure key milestones and programmatic components are met. Center staff will modify the framework by grade level and use it as a resource to facilitate student discussion, reflection and input for Center improvements. The Afterschool Alliance recommends integration of youth voice through advisory councils (Afterschool Alliance, 2018); *Hurricane Harvey Relief:* All Texas ACE Centers will integrate behavioral health, prevention and social service supports to students identified by school day counselors and administration as in need of additional wrap around services due to the storm's impact. Research shows that all systems working with children after a traumatic event need to incorporate a trauma-informed perspective into their care to help children and adolescents return to daily functioning (Ko et al., 2016).

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

County-district number or vendor ID: 101-000

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.**

The CASE Team will work with Student Advisory Boards and the Center Advisory Councils to ensure information about the Texas ACE Centers is circulated throughout the community. Project Director will provide materials that are formatted to adhere to all Texas ACE branding guidelines. Family Engagement Specialist, Curriculum Specialist and Data Coordinator will provide best practice content, opportunities and data reports for dissemination. Site Coordinators will customize materials by Center and seek input from Student Advisory Boards and Center Advisory Councils to create their own communication plans.

**Program Start Up:** Upon notice of award, CASE will announce the grant award through an official Harris County Department of Education (HCDE) press release, which will include each Center's location and contact information. HCDE's Communications staff will distribute the press release to local news outlets in each Texas ACE Center community. Campuses will also notify parents, students and the community about the new Texas ACE program. Site Coordinators will promote the program to families via Back to School orientations, campus newsletters and flyers in students' folders. Additionally, Centers will use the campus marquee, school's website and social media to promote the Texas ACE program at the start of the school year. CASE will also circulate information in relation to the Centers and identified needs for service to the provider community.

**Ongoing:** CASE will distribute promotion tools to Centers and assist in customizing communication to meet student and family needs. Tools consist of flyer and banner templates and registration packet information that are formatted to adhere to all Texas ACE branding guidelines for marketing and promotional materials. CASE utilizes its [www.afterschoolzone.org](http://www.afterschoolzone.org) website, email blasts and social media to share announcements, program highlights and best practices. The AfterSchoolZone.org website hosts information from afterschool programs and service providers to serve as an online resource for parents, afterschool programs and providers. Visitors to the website can access information related to the field, locate afterschool programs and highlight opportunities in the Harris County area. HCDE and CASE maintain active social media accounts and the CASE email blasts contact list includes more than 2,000 recipients. Each Center is encouraged to share information via school social media accounts in adherence to their district's social media policies, as well as use prominently displayed bulletin boards that show program updates and highlights. CASE will also use the Out 2 Learn Network to share Center openings. The Out 2 Learn Network developed a website for parents and community members to find available afterschool programs throughout Houston and Harris County.

**Communication Plans:** Texas ACE Centers will use Student Advisory Boards to inform and assist in implementing their communication plans. The Data Coordinator will train Site Coordinators and Student Advisory Boards on how to use qualitative and quantitative data to share information with key stakeholders (e.g., district administration, advisory council members and community at-large). Center Advisory Councils are comprised of stakeholders including campus administrators, community organizations, parents and youth. Advisory Councils will assist Site Coordinators in designing the communication plan, seeking donations or sponsors, and advocating on behalf of the program to local residents, business owners, board members and local city officials. Center Advisory Councils will provide continuous feedback and involvement to increase community awareness and program quality as well as evaluate program effectiveness.

Texas ACE Centers will encourage parents and members of the community to visit programs and identify possible opportunities to participate as instructors and/or volunteers. CASE and Texas ACE Centers will make annual presentations at each participating district's board meeting. PTO meetings and parent events will provide a platform to inform parents about Texas ACE activities and recruit additional families to participate. For **Lights On Afterschool!**, the national awareness day sponsored by the Afterschool Alliance, CASE invites community partners to come together to celebrate the accomplishments of the Texas ACE Centers. CASE launches the day with a press event at Houston City Hall and Centers invite the public to view activities and special presentations in the afternoon. CASE also helps Centers promote family engagement activities such as financial literacy nights and testing strategies.

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

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CASE requires Site Coordinators to create a program operations manual that aligns with Texas ACE Blueprint, CASE manual and district policies. The operations manual includes, but is not limited to, procedures on student safety, communication plan, unexpected closures, emergency situations and program sign-in procedures. Each Site Coordinator must create formal procedures to document the sign in/out process at the Center or adjunct site(s) to ensure the safety of all students and staff during programming. CASE trains all afterschool program staff on program policies and procedures prior to working in the program, with key procedures shared in the parent handbook and posted throughout the Center. Also, each Center must develop a campus emergency safety plan, which includes procedures for evacuation, fire drills and emergency preparedness. As part of Center operations, parents must complete a student registration form that provides consent on how each student will travel home from the program daily, and to the program if the program is in the morning. Attendance is taken every time students transition to a new activity throughout the program. Site Coordinators maintain daily attendance rosters in a binder.

**Program Transportation:** To address the transportation needs of students at the Centers, Site Coordinators will establish and train staff on protocols that align with the Texas ACE Safety Assessment. All Center staff will follow district policies regarding signing in students for their before-school program and the afterschool program dismissal. All Centers will use the CASE registration form, which requires parents to indicate how their students will travel home from the out-of-school time program. Based on the registration form, students are placed on rosters grouped into three categories—walker, car rider or bus rider. Walkers will sign-out prior to dismissal from the program to walk home. Car riders are verified by the Site Coordinator and campus staff. In instances where an adult transports a student from the program, Site Coordinators will verify adult identity and permission to transport the student. Center staff will not allow any persons not designated on the student's registration form to remove the student from the campus. Campuses that require bus transportation will use a district bus to transport students home. Bus drivers receive a copy of the daily attendance roster to ensure each bus rider is accounted for during evening transport.

Each semester, Site Coordinators survey parents about their transportation needs to ensure family needs are addressed. Based on initial campus assessments, George I. Sanchez High School will use grant funds to provide bus transportation during the school year. Galena Park ISD and Sheldon ISD will use existing district transportation arrangements with their respective school districts to provide transportation from the program. Since the students' homes are in close proximity to their respective campuses, preliminary estimates are that 65% of the participants from the remaining charter school campuses are car riders and 35% will walk home from their school.

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**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.**

CASE will coordinate with organizations such as Junior Achievement, the Center for Houston’s Future, American Leadership Forum and Houston area Chambers of Commerce to recruit volunteers for afterschool Centers. Outreach to local Universities will identify professors, student groups and pre-college outreach divisions. Texas ACE Centers will recruit community based volunteers from parent organizations, faith-based entities, local civic groups and local businesses.

**Volunteer Process:**

**Screening:** Volunteers interested in serving at a Texas ACE Center will complete a volunteer registration packet at the district level and have an interview with the Site Coordinator. As a safety precaution, all volunteers must undergo a district background check before working directly with the students. CASE will communicate with each Site Coordinator to ensure all volunteers have completed the district’s volunteer screening process. Campuses will maintain copies of the completed verification process for Project Director review on compliance site visits.

**Placement:** Site Coordinators will use information gathered in the registration packet and interview the volunteers to ascertain interest and skill level. Once cleared for service, Center level volunteers are integrated into programming. If any volunteer is providing direct service as a lead teacher, they will submit lesson plans to the Site Coordinator. Event-based volunteers and guest speakers are placed according to interest, skill set and geographic location. Center-based volunteers serve based on their content knowledge and interests, educational background or work experience in relation to established educational goals of the event.

**Orientation:** Site Coordinators will organize volunteer orientation. The purpose of volunteer orientation is to review procedures for attendance, checking students in/out, communication and overall learning objectives of the Texas ACE program. Volunteers will defer to staff for addressing accidents/incidents/discipline in relation to district and Texas ACE procedures. Volunteers commit to confidentiality of all information gained through conversations with students. No personal information is released to outside entities without the expressed written consent of a parent and/or guardian.

**Types of Volunteers:**

**Center-based:** District contacts and school principals identified support for homework help, academic clubs, enrichment activities and college and career based programming as areas of need. Volunteers are integrated into ongoing activities and can assist in a variety of ways, such as provide general administrative assistance, support community events or serve as direct service mentors. Centers will encourage parents to volunteer for parent events/activities and participate in the Center Advisory Council to promote the afterschool program and its accomplishments. Program staff will encourage older student volunteers from campuses in their feeder pattern to serve as teacher aides, tutors and student advocates in the restorative discipline model.

**Organizational:** Organizations identified for outreach have cohorts of professionals that seek out opportunities to engage with students and will provide a pool of candidates to serve as mentors or host job shadowing experiences for students. Universities will serve as a source for many types of volunteers. For example, pre-college and outreach divisions can provide guest speakers, as well as host college nights and campus tours for the secondary Cycle 10 Centers. To help leverage resources and additional services, Centers will recruit professors and student groups seeking opportunities to serve after Hurricane Harvey. Students can also serve as mentors at individual Centers.

**Kids’ Days Volunteers:** Through the Kids’ Day Series, CASE will recruit volunteers from corporations and local businesses that relate to House Bill 5 career endorsement tracks. Kids’ Day curricula is designed to engage business professionals in mentor roles and guides them in sharing their career trajectories with participating students. Volunteers visit programs during the semester while programs are working through the curriculum. Volunteers also join at a Kids’ Day culminating event that allows volunteers to play a role in the culmination of a project-based learning curriculum. Past examples include representatives from Hewlett Packard sponsoring and volunteering at a CASE robotics competition. For Kids’ Day at HP, engineers judge the robotics competition and communication professionals judge the marketing presentations. One of the most popular culminating events is Kids’ Day Entrepreneurship, where youth create and manage their own small businesses. Bankers volunteer at the event by reviewing business plans and approving small business loans, opening mock bank accounts, and shopping in the market that features products made during the afterschool program. Banking collaborations often lead to additional outreach to families through family financial literacy nights.

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

County-district number or vendor ID: 101-000	Amendment # (for amendments only):
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**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To achieve sustainability beyond the grant award, CASE employs strategies that include leveraging both public and private funding streams. Focusing the sustainability plan at the Center and program levels, CASE integrates tools such as the Texas ACE gap analysis assessment process and materials from the Finance Project, a financial strategy development and technical assistance resource. The Cycle 10 Project Director will guide Site Coordinators to recruit and coordinate Center Advisory Councils comprised of representatives from local businesses, community organizations, school administrators, parents and youth. CASE staff will continue to work with the HCDE board, local foundations, corporations and various stakeholder groups to leverage support for Centers. CASE will use resources provided by the Cycle 10 grant to implement sustainability strategies at the Center and program levels.

**Center Level Strategies:** The first step of sustainability is creating a high-quality program that results in positive program outcomes. During Phase 1, campuses will focus on building a high-quality program that provides measurable outcomes for students and families. The Site Coordinator and Center Advisory Council members will receive training on how to use qualitative and quantitative data to share stories with key stakeholders (e.g., district administration, board members, and community at-large). Centers will use purposeful promotion strategies (program open house, district Board presentations, community networking, Lights On for Afterschool! events) to generate interest and support for the programs. At the end of Phase 1, each Center will conduct a required self-assessment to benchmark their progress and identify program strengths and areas needing improvement. For Phase 2, using the Texas ACE gap analysis assessment process, Centers will prioritize project activities and strategies that lead to long term achievable outcomes to address campus needs. Using its Individual Evaluation Report, Centers will create Board presentations to solidify the importance of afterschool programs and encourage sustainability via district-level investment. Site Coordinators are trained on how to establish partnerships, identify funding opportunities and create strategic plans to fortify these relationships, thus creating sustainability on another level. Advisory Councils will create a financial plan that includes: 1) estimating the fiscal resources needed to sustain the program; 2) mapping current fiscal resources; and 3) identifying funding gaps and possible funding sources. With the self-assessment tool, gap analysis assessment and financial plan in place, Advisory Councils will identify opportunities to build program capacity and confidently mobilize support for afterschool programs. During Phase 3, Centers will actively pursue these opportunities, relying more on campus, district and community support to reach their goals.

**Program Level Strategies:** CASE will continue its history of convening community partners to ensure sustainability and maximization of available resources in Harris County. Site Coordinators will have access to CASE staff and the breadth of their professional skills and knowledge. The Curriculum Specialist will assist in developing innovative lessons and will archive the lessons for future use beyond the grant period. CASE has also made available the SMART Zone, our in-house library of curriculum-based learning tools available to all programs. To facilitate professional networks as a strategy to encourage collaboration and resource sharing, CASE has started implementing quarterly Learning Communities. These meetings bring together Site Coordinators and afterschool providers that utilize different funding streams to network, share best practices and build rapport.

HCDE's Board of Trustees will promote program sustainability by assisting CASE in coordinating resources from public and private agencies on a local, state and national level, during and after the grant period. Additionally, the Board of Trustees from partner local education agencies have committed to supporting sustainability efforts beyond the life of the grant. The Boards will support program activities through individual and collective networks to help bring in the necessary resources to maintain quality programs. CASE staff will continue to serve on community initiatives such as Out 2 Learn, a convening of the local out-of-school time community established by Houston Endowment, to meet the needs of Harris County youth and the programs that serve them. In addition to these resources, CASE facilitates funding opportunities such as HCDE's investments through the Partnership Project afterschool grant and the City of Houston's City Connections afterschool project funding.

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

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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.**

CASE has a successful history of leveraging federal, state, and local funding to build program capacity and supplement services. Since 1999, HCDE's Board of Trustees has committed to contributing tax dollars to support afterschool programming. In addition to our tax base, CASE has successfully received public and private funding over the past five years. Funds from the Houston Endowment, the Texas Workforce Commission, the City of Houston and local corporations are used to support supplemental programming through 63 community-based organizations that operate within 95 afterschool programs; host an annual robotics competition serving over 800 youth; and host an urban debate league serving over 200 high school youth from 8 school districts and charter systems. CASE also improves program quality through professional development opportunities such as workshops, seminars, online webinars, conference scholarships and a biennial conference. All Texas ACE Centers are eligible to access CASE leveraged resources.

During the needs assessment process, CASE worked with district and campus leadership to identify currently available resources that 21st CCLC funding can supplement, not supplant. Below are the available resources and how CASE will use them to support the proposed Texas ACE program.

Identified Need	Use of Resources
Title I/Compensatory Education Funds	Incorporation of existing tutorials and academics to supplement, not supplant, academic activities offered in the program
English Language Learner Classes	Incorporation of existing support to students who are English language learners to supplement, not supplant, academic activities offered in the program
Educational Materials and Electronics	School day educational materials and electronics such as computer labs, libraries, laptops and iPads are available for scheduled usage
School Day Staff	School Counselor, Wrap Around Service Providers, Assistant Principal and Public Education Information Management System Clerk to help supplement programs and consult with Site Coordinators regarding individualized student plans
Space Usage	In addition to classrooms, the school cafeteria, auditorium and gymnasium are available
District Supports	Curriculum, Family and Social and Emotional Learning district level staff will work with Project Director and Site Coordinators to share resources and materials in support of the Texas ACE Centers

Centers will also have access to all free trainings and associated networking opportunities. More specifically, Centers are invited to attend the quarterly Learning Community meeting, which is an opportunity for Site Coordinators from different projects to network, build rapport and plan for future success through community resource sharing. Centers will also benefit from CASE's community connections with organizations providing Hurricane Harvey support and other wrap around services. A mainstay of CASE support for Centers is access to the SMART Zone, our in-house library of curriculum aligned learning tools available to all programs. All curriculum and activities are available to Centers during and after the grant ends.

For this application, HCDE's Board of Trustees and the boards of all six partnering districts/charter systems have committed to support sustainability efforts beyond the life of the grant. CASE will work with its Board to formalize partnerships for sustained investments, with a priority on investments in wrap around services. CASE Division Director currently serves on the advisory board of Out 2 Learn, a citywide initiative committed to increasing awareness of local programming and encouraging further expansion to increase access to quality programs. In addition to current collaborations, CASE is looking to work more closely with the many Harris County based social service organizations and entities to create holistic programs. CASE will assist Centers in creating lasting relationships with the Harris County community to support students and programs during and beyond the grant period.

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

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**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):	
	George I. Sanchez High School 6001 Gulf Freeway, Building E Houston, TX 77023		<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 type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12
9-digit campus ID number: 101804001		Cost per student: \$671.00				
"Regular" student target (to be served 45 days or more annually):		85		Parent/legal guardian target (in proportion with student target):		40
		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):	
	North Shore Elementary School 14310 Duncannon Dr. Houston, TX 77015		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number: 101910108		Cost per student: \$586.00				
"Regular" student target (to be served 45 days or more annually):		110		Parent/legal guardian target (in proportion with student target):		40
		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):	
	Tice Elementary School 14120 Wallisville Rd. Houston, TX 77049		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number: 101910111		Cost per student: \$586.00				
"Regular" student target (to be served 45 days or more annually):		110		Parent/legal guardian target (in proportion with student target):		40
		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: 101-000		Amendment # (for amendments only):		
<b>Center 4</b>	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
	Williamson Elementary School 6720 New Forest Pkwy. Houston, TX 77049	<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:	101910115		
	Cost per student	\$586.00		
	"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	40
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				
<b>Center 5</b>	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
	Promise Community School at Baker-Ripley 6500 Rookin Houston, TX 77074	<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:	101853106		
	Cost per student	\$671.00		
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):	40
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				
<b>Center 6</b>	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
	Houston STEM & Early College High School 2950 Broadway Houston, TX 77017	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	101806001		
	Cost per student	\$671.00		
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):	40
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name	Houston STEM & Early College Middle School		
	9-digit campus ID number	101806042		
Estimated transportation time	0			

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

County-district number or vendor ID: 101-000		Amendment # (for amendments only):		
<b>Center 7</b>	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
	C.E. King High School 8540 C.E. King Parkway Houston, TX 77044	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	101924001		
	Cost per student	\$671.00		
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):	40
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				
<b>Center 8</b>	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
	C.E. King Middle School 8530 C.E. King Parkway Houston, TX 77044	<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:	101924041		
	Cost per student	\$671.00		
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):	40
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				
<b>Center 9</b>	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
	Royalwood Elementary 7715 Royalwood Drive Houston, TX 77049	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101924102		
	Cost per student	\$586.00		
	"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	40
		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: 101-000			Amendment # (for amendments only):			
<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Southwest Bissonnet Elementary 8440 Bissonnet Houston, TX 77074		<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:	101838102				
	Cost per student	\$586.00				
	"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	40		
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	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: 101-000	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.**

**Program Management:** For quality implementation and management of program services, the 21<sup>st</sup> CCLC CASE Team (Project Director, Family Engagement Specialist, Curriculum Specialist, Data Coordinator and Site Coordinators) will provide grant oversight, direct program support and technical assistance to all Centers. Upon award, CASE will utilize the updated Texas ACE Blueprint as its foundation to ensure all four required components are met throughout the life of the grant. CASE will host an orientation for Site Coordinators, campus administrators and district contacts to discuss program, data, fiscal and quality assurance requirements. Each Center is responsible for sharing all information with remaining stakeholders, which include additional district and campus administration, campus support, program staff, afterschool providers, volunteers, partners, students and parents. The CASE Project Director provides technical assistance to campuses and Site Coordinators throughout the grant period. The Project Director will:

- Setup Interlocal Agreements between HCDE and the campuses
- Prepare agendas and deliverables based on TEA grant timelines and host monthly Project Based Meetings with Site Coordinators to review grant requirements
- Collaborate with Family Engagement and Curriculum Specialists to discuss each Center and its progress toward meeting the Center’s goals
- Review educational field trip requests and lesson plans to confirm pre-approved locations or submit to TEA for approval
- Conduct compliance and quality site visits using two tools: 1) CASE Compliance Form to verify program operations; and 2) Youth Program Quality Assessment (YPQA) Tool to assess and rate program quality
- Review monthly data checks provided by the Data Coordinator via email to document system compliance in TX21st
- Maintain logs of professional development hours completed for each campus

Site Coordinators will work an adjusted schedule to ensure availability during both school hours as well as program hours. The adjusted work schedule will allow Site Coordinators to effectively communicate and coordinate with school day staff, community agencies, program staff, students and families. Site Coordinators are responsible for data entry and safeguarding all Center information (student registration forms, daily attendance rosters, schedules and lesson plans). Site Coordinators also manage all program staff and vendors and ensure staff attend relevant CASE trainings. In addition, they will work in conjunction with CASE staff to ensure activities align with the regular school day and academic calendars (e.g., holidays, spring break, statewide testing and summer break).

**Center Operations:** CASE acknowledges that it is critical for afterschool programs to operate on a consistent schedule. Center schedules are developed based on campus availability, family needs and campus culture. The Project Director will approve all proposed program schedules before the program starts, so that services are available no less than 15 hours per week, five days a week for a minimum of 35 weeks. For summer programming, North Shore, Tice, Williamson, Houston STEM, Promise Community School at Baker-Ripley and Southwest Bissonnet will offer their summer programs a minimum of 4 hours per day for a total of 6 weeks. To ensure the out-of-school time program does not supplant summer school classes, Center staff will coordinate activities to supplement summer school, if it is held on the same campus. George Sanchez, Royalwood, C.E. King Middle and C.E. King High School, will offer a 4-week summer program with a transitional two-week summer program in August 2019 for incoming students.

**Budget Plan:** To ensure proper management of funds, each campus/district develops program budgets during the application process and must secure both campus-level administration and district/charter-level administration approval. The Project Director reviews the budget plans to verify budget compliance in the Cost Per Student and Center Fixed categories. Throughout the year, each district/school will provide a detailed expenditure report by the 15th of each month with general ledgers, invoices and receipts to document allowable expenditures. The Project Director reviews these items to ensure proper spending, as well as track spending trends for the year. Based on spending trends, the Project Director will also complete internal budget transfers and submit budget amendments to TEA.

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

County-district number or vendor ID: 101-000 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.**

**Evaluation Report Process:** The independent Evaluator will apply qualitative and quantitative data collection methods to report on the required performance measures, gather input from Texas ACE stakeholder groups and assess program performance for mid-year and annual evaluation reports. The Evaluator will obtain quantitative student performance data (e.g. student grades, test scores, school day attendance and discipline referrals, district benchmark pre/post assessments, and STAAR/EOC), from accountability departments of the school districts/charters in accordance with FERPA guidelines and per an interlocal agreement. Qualitative information is collected through Site Coordinator interviews, perception surveys and focus groups. Surveys are customized to target specific stakeholder audiences (students, parents, teachers and principals). Surveys will include both standardized measures, such as the School Engagement Scale (Fredericks, Blumenfeld, Friedel, & Paris, 2005), as well as measures developed "in-house" that are tailored to answer specific research questions. The Evaluator will train program staff in survey administration, analyze data and prepare reports. The Evaluator will also prepare individual mid-year evaluation briefs describing the progress of the evaluation plan and interim performance of defined objectives. Data received from the mid-year evaluation brief will guide the Site Coordinators with the necessary changes for program improvements to meet defined objectives.

**Formative Evaluation Process:** The Project Director will routinely monitor numbers served, program schedules, and attendance with Site Coordinators. The CASE team will use data, evaluation reports and survey results during monthly meetings to inform program improvement. Site Coordinators and Student Advisory Boards will utilize data to plan program design changes by semester. To improve overall program quality CASE in conjunction with area foundations and the United Way adopted the David P. Weikart Youth Program Quality Intervention (YPQI) model. YPQI is a process improvement model that involves self-assessments and external assessments. Scores and feedback are used to coach Site Coordinators and provide professional development referrals to staff.

Area of Evaluation	Method	Measures
Student Academic Performance	Data Review	Improvement in student academic performance: grades, test scores, benchmark assessments
	Surveys	School day teacher surveys to assess homework completion and improvements in class preparedness
	Surveys	Student surveys to assess school day engagement
Attendance Rates	Data Review	# of regular attendees based on sign-in sheets and TX 21 <sup>st</sup> data; higher school day attendance rates for participants
	Surveys	Student and parent surveys to assess interest in activities and perception of afterschool program
Discipline Referrals	Data Review	Decreased student discipline referrals
	Surveys	Improved teacher perception of student behavior during the school day
	Focus Groups and Restorative Discipline Circles	Student Advisory Boards' assessment of program quality; input and guidance as it relates to Restorative Discipline Practices
Graduation and Grade Promotion	Data Review	Increased student promotion/graduation rates
	Surveys	Increased student awareness of college and career opportunities
Active Family Engagement	Data Review	# of families served based on sign-in sheets and TX 21 <sup>st</sup> data; # of activities offered
	Surveys	Increased awareness of strategies that support student academic success
Program Improvement	Data Review	Program compliance; adherence to organizational policies, procedures and proper project documentation
	Site Observations/Notes	Program fidelity of implementation; overall program quality

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

County-District Number or Vendor ID: 101-000

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 type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input 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 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 type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 101-000

Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 101-000      Amendment number (for amendments only):

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

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" 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 checked="" 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 type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" 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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Amendment number (for amendments only):

**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) Determined on as needed basis by Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 101-000			Amendment number (for amendments only):	
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input 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 type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	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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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-000 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 checked="" type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input 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 checked="" 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 type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 101-000      Amendment number (for amendments only):

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify) <u>www.afterschoolzone.org</u>	<input type="checkbox"/>	<input checked="" 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 101-000		Amendment number (for amendments only):	
<p><b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p><b>Failure to complete this schedule will result in an applicant being disqualified.</b></p>			
<b>Questions</b>			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes you must answer question #2 below.</li> <li>• If your answer to this questions is no, you do not address question #2 or the assurances below.</li> </ul>			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes, you must read and check the box next to each of the assurances below.</li> <li>• If your answer to this question is no, you do not address the assurances below.</li> </ul>			
<b>Assurances</b>			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on <b>Schedule #6—Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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