2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	**FOR TEA USE ONLY** Write NOGA ID
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	Place date stamp here: 2018 APR 30 PM 1:38 RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name			County-District #		Amendment #	
La Feria Independent School District			031-905		N/A	
Vendor ID #	ESC Region #				DUNS #	
74-6001542	1				093744670	
Mailing address				City	State	ZIP Code
505 N. Villarreal St.				La Feria	TX	78559-1159

Primary Contact

First name	M.I.	Last name	Title
Cathy	L	Hernandez	Superintendent
Telephone #	Email address		FAX #
956-797-8300	cathy.hernandez@laferiaisd.org		956-797-3737

Secondary Contact

First name	M.I.	Last name	Title
Cynthia		Torres	Assistant Superintendent of Instruction and Personnel
Telephone #	Email address		FAX #
956-797-8300	cindy.torres@laferiaisd.org		956-797-3737

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: Cathy
M.I.: L
Last name: Hernandez
Title: Superintendent
Telephone #: 956-797-8300
Email address: **cathy.hernandez@laferiaisd.org**
FAX #: 956-797-3737

Signature (blue ink preferred)

Only the legally responsible party may sign this application.

Date signed: 4/25/18

701-18-111-054

Schedule #1—General Information	
County-district number or vendor ID: 031905	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	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
14	Management Plan	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): N/A	End date (MM/DD): N/A
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031905	Amendment # (for amendments only):

Part 1: Required Attachments

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

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) **prior to TEA isusing 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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
☒	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances 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: 031905	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: 031905	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	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. • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 031905	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.	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. • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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

Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 031905	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address		Funding Amount
Fiscal Agent					
1.					N/A
Member Districts					
2.	County-District #	Name	Telephone number		N/A
	County-District Name		Email address		
	County-District Name			Email address	
				Grand total:	**N/A**

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 031905	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 031905			Amendment # (for amendments only):
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	N/A	N/A	N/A
2.	N/A	N/A	N/A
3.	N/A	N/A	N/A
4.	N/A	N/A	N/A
5.	N/A	N/A	N/A
6.	N/A	N/A	N/A
7.	N/A	N/A	N/A

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 031905	Amendment # (for amendments only):

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

Lone District without After School Centers for Education (ACE)
La Feria, Texas is a city in Cameron County centrally located in the Lower Rio Grande Valley with a population of 7,302 which 86.7% are Hispanic. La Feria demographics has less than State High School Diploma 38% vs 29% state; Bachelor's or higher 9.9% vs 25.5%, and Graduate or professional degree 2.3% vs 8.5%. **LFISD ACE** is proposing **Project CODE (Collaborative Operations with Dynamic Education)** with 7 new campuses for 5 years of 21st CCLC funding for **1500 students and 775 adults** as they represent the only city in Cameron County without any prior ACE grant funds (*see Fig. on right*) since the inception of afterschool support from TEA. **LFISD is proposing to use CODE students to develop the first state wide ACE application for both Android and iPhones** (*see figure on left*) through the designed coding classes taught by LFISD, Workforce Solutions (WFS), Texas State Technical College (TSTC) and the University of Texas Rio Grande Valley (UTRGV). The TX ACE App will be used and piloted for the state to offer a communication tool for all ACE educators, students and their families.
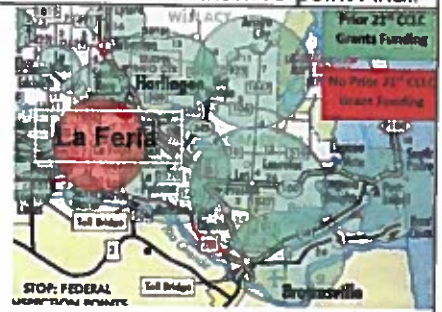
Afterschool Centers on Education (ACE) will embrace the following myriad of effective cohesive ACE educational goals, strategies and resources to spur higher educational success; District-wide cultural and collegiate tours to local, state and national campuses, District-wide comprehensive and sequential college completion and parent training workshops, Year round youth workforce experience and job skills training for all secondary students, K-12 after school services for technology, wellness, mentoring, tutoring, fine arts, chess and sports, Comprehensive mentoring with teachers, college students, alumni graduates and model LFISD students, Credited college courses utilizing dual, con-current and distance learning partnerships with local colleges, Leadership Development to include engaged student, parent and business councils for effective feedback, Community support for Family Honor Code targeting Maslow's Transcendence need for service learning, College Outreach support to include designated work-study students with a centralized LFISD Go Center, K-12 summer camps with bridge programs at local colleges to enhance Early College High School (ECHS) credits, Year round tutoring to include after school, summer and late night hours to include online chalkboards, Adult courses to include ESL, GED, Computers, Parenting, and Wellness for entire campus community

CODE will follow the **Critical Success Model** developed by the TEA Blueprint for an effective afterschool program to implement programming with intentionality that is grounded in research-based strategies. In fact, studies have shown that, when young people attend high quality programs on a regular basis, improvement occurs in a variety of academic outcomes, including attendance, discipline referrals, achievement tests, and grades (Auger, Pierce, & Vandell, 2013; Kauh, 2011; Miller, 2003; Naftzger, Manzeske, Nistler, & Swanlund, 2013). After school programs can have an effect on social and emotional outcomes as well, particularly when the programs are focused explicitly on developing those skills (Durlak & Weissberg, 2007). CODE Goals will serve **1,500 students and 775 parents in 7 centers** to include:

✓ **Increasing Academic Performance** with underlined learning activities that make learning engaging, fun and different from regular school day to include tutoring, homework assistance, college mentoring, remedial development, and grade and credit recovery. Embedded STEAM learning classes such as Cooking, Robotics, Rocketry, LEGOs, Architecture, Journalism, Business, Horticulture, College Prep and summer Career Cluster Camps.

✓ **Improving School Day Attendance** by infusing motivational enrichment and learning through activities such as Chess, Dance, Teen Chats, Crafts, Art, Drama, Music, Community Service Learning (CSL), Career Planning, Workforce development, College prep and activities that provide positive social, cultural, recreational, interpersonal skills, and health and wellness experiences to enrich and expand an understanding of life outside of poverty.

✓ **Supporting Positive Behavior** by ensuring a successful life with family services that support for wellness, life and parenting activities for college/workforce readiness and Positive Behavioral Intervention Strategies (PBIS).

✓ **Securing High Grade Promotion Rates** with College and Career preparation activities to provide grade promotion mentors, college readiness workshops, Wall of Fame, Alumni Support and Positive Peer Pressure (PPP).

✓ **Increasing College and Career Readiness** through integrated PK-21 workshops, tours and college mentors.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 031905				Amendment # (for amendments only):	

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$1,146,180	$69,650	$1,146,180
Schedule #8	Professional and Contracted Services (6200)	6200	$87,000	$ 0	$87,000
Schedule #9	Supplies and Materials (6300)	6300	$51,555	$ 0	$51,555
Schedule #10	Other Operating Costs (6400)	6400	$38,615	$ 0	$38,615
Schedule #11	Capital Outlay (6600)	6600	$ 0	$ 0	$ 0
	Consolidate Administrative Funds			X Yes ☐ No	
Total direct costs:			$1,323,350	$ 0	$1,323,350
LFISD 1.820% indirect costs (see note):				$69,650	$69,650
Grand total of budgeted costs (add all entries in each column):			$1,323,350	$69,650	$1,393,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$ N/A	$ N/A	$ N/A

Administrative Cost Calculation

Enter the total grant amount requested:	$1,393,000
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:	$69,650

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: 031905

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	**Project Director** (required)	1		$ 65,000
5	**Site coordinators** (required) $45,000/site	7		$315,000
6	**Family engagement Specialist** (required) CIS **Contracted position for sustainable partnerships.** See 6200 1 FTE @ $50,000	1		$0
7	Secretary/administrative assistant	1		$18,000
8	**Data entry clerks 1/site @ 1/Hr/day Inkind**		7	$ inkind
9	**Grant accountant/bookkeeper** (inkind Admin cost)		1	$ inkind
10	**Evaluator/evaluation specialist** (inkind)		1	$ inkind
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Title			$
20	Title			$
21	Title			$
22			Subtotal employee costs:	**$ 398,000**
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$
24	6119	Professional staff extra-duty pay (53 Certified LFISD Teachers will serve Embedded Academics for 1,500 students @ $30/hr. M-F with 5-7 hours weekly at 7 sites. TSTC, STC and UTRGV Workstudy College Students will provide tutoring and support with federal funding while both colleges will also provide Contractual Academic and Workforce Certification courses for Fall/Spring and Summer for both students and adults (see 6200)		$636,000
25	6121	Support staff extra-duty pay (LFISD will serve ACE with PEIMS date entry to assist staffing with daily entries into ACE database to include Custodians and Cafeteria support)		$ inkind
26	6140	Employee benefits (calculated at PTE @ .07%/.17% FTE benefits)		$112,180
27		Subtotal substitute, extra-duty, benefits costs		**$ 748,180**
28	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$1,146,180**

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: 031905	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	ACE Teachers Workstudy Students (Workstudy Contracts pending awards)	inkind
2	TSC Contracted Services- @ $2,500 campus except Academy for $15,000/yr.	$15,000
3	Adult Continuing Education Services with WFS Certifications for pre med –Industry Clusters and Tutor Training	
4	Communities In Schools Family Engagment Specialist (required) includes benefits	$50,000
5	Region ESC 1- Family Worskhops, PD, College Outreach and Summer Support	$15,000
6	UTRGV Contracted P-16 Outreach Services @ $2,500/campus Fall and Spring and summer per campus for $15,000/ yr. STEAM Camps	
b.	Subtotal of professional and contracted services:	$ $87,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$ $87,000

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

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 031905	Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: Administrative Supplies @ $8,521/yr. 1 only Coordinator Office Supplies $1,000/campus and $500/Academy @ $ $6,500/yr. Instructional Teaching Supplies $3818/campus and $818 for Academy @ $ and Sanchez Elem. @ $2,818 for $ $22,726/yr. Sport/Fine Arts/enrichment Supplies $1,000/campus except Academy $500 @ $ $6,500/yr. Director desktop Comp $1,008 Coordinator Computers$750/each for $5,250 Inkind all Office Supplies campus inkind Software by LFISD) Laser printer (inkind) Special Events (Monthly forums, internal training) $150/ campus for $1,050/yr. for Parent Engagment and Support of College Bound Training	$51,555
	Grand total:	**$51,555**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 031905	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$
Subtotal other operating costs requiring specific approval:		$

Remaining 6400—Other operating costs that do not require specific approval:
National Conference (Summer Institute)/State (Austin) and Regional Conference
Travel   Miles   # of staff   # of Day   Cost   Air Fare/mileage
        Air Fare/mileage   Meal cost   Lodging   Total
        1-3 $250 $850 $288 $534 $1,922
CODE Local Mileage - ACE 1,217 miles for 10 SC @ 0.5650/ mile $1,750
CODE Local Mileage - ACE 1,217 miles for 1 Director @ 0.5650/ mile $500
Campus College tours $ 14,839 for HS, $1,459 for Academy, $5,809 for Green
        JHS, $2,459 for the rest per campus/ college tour @ $31,943
CODE parent food/incentives for low income parents $250/ campus except
        Academy @ $250 for total $2,500
		$38,615

Grand total:		$38,615

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: 031905   Amendment number (for amendments only):

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

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

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	Schedule #14—Management Plan		

County-district number or vendor ID: 031905		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 CODE Director**	Key Qualifications: MS/MA Degree. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Certifications: ACE Training, Bilingual.
2.	**Project CODE Site Coordinator(s)**	Key Qualifications: MS Preferred; BA or BS required 2 - 4 Yrs. with after school programs, Teaching Background, Bilingual or Spanish Training. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Requested Certifications: Community Training, Bilingual.
3.	**Family Engagement Specialist (CIS Position)**	Key Qualifications: (2 yrs ASP site coordinator and 5 yrs ACE Director), Teaching and Principal Background, Bilingual. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Certifications: Mid Management Certification, Parenting Certification, Community Training.
4.	**Evaluator UTRGV Professor-Dr. Noe Ramirez**	**Dr. Ramirez Qualifications:** Doctorate- 32 Yrs. Experience in Program Evaluation, Teaching Background, Bilingual or Spanish Training, Grant Experience. Educator, College networks, School Trainer, Adult Education Background, University Professor, Current ACE Evaluator (4 ACE Projects). **(See Appendix for Full Evaluation Resume/Plan)**

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines.

#	Objective		Milestone	Begin Activity	End Activity
1.	**Project CODE Hiring and Marketing Campaign**	1.	Ads will run for grant staff and general program supplies and marketing campaign begins	08/01/2018	10/1/2018
		2.	LFISD will begin program and form the Taskforce pre-award so that input from all stakeholder is obtained and activities are ready for start date	08/01/2018	10/1/2018
		3.	The 21st CCLC is integrated into the CIP/DIP yearly modifications to start building coordinated efforts	08/01/2018	10/1/2018
		4.	ACE awareness and program offerings featured in the start of year staff development	08/01/2018	07/31/2019
		5.	Coordinators introduce themselves and services to the campus instruction and support staff	08/01/2018	07/31/2019
2.	**Project CODE Schedules and Operations**	1.	Lettesr will be sent home to parents to obtain permission and inform about the start of CODE	08/01/2018	07/31/2019
		2.	All data created via application and selection process with safe busing schedules	08/01/2018	07/31/2019
		3.	Schedules and operations commence at all sites	09/01/2018	05/31/2018
		4.	Staff trained on dismissal policy, hiring process and purchasing orders	09/01/2018	07/31/2019
3.	**ACE Services and Monitoring**	1.	Spring term of 21 CCLC program benefits	09/01/2018	07/31/2019
		2.	Fall term of 21 CCLC program benefits	09/01/2018	07/31/2019
		3.	Summer term of 21 CCLC program benefits	06/01/2019	07/31/2019
4.	**LFISD Evaluation with Improvements**	1.	Monitor, measure and track all data	06/01/2019	07/31/2019
		2.	External Evaluator visits and reports	06/01/2019	07/31/2019
		3.	Refinements based on program feedback from councils, reports and evluations.	07/01/2019	07/31/2019

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

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031905	Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families.

LFISD Community Advisory Council (CAC)
Project **CODE (Collaborative Operations with Dynamic Education)** evaluated community needs and resources 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 with the needs of **working families**

prioritized. The comprehensive 21st CCLC Campus Needs Assessment (CNA) process included a **CAC Design Team** to include staff, parents, students and school community members (*See Appendix A and Fig. on right*) to participate in the CNA development and identify service gaps of students, families, and the campus. The team used the ACE Blueprint process and forms to analyze needs, assets, staffing, family service and community partners. **LFISD is the only district in Cameron County that has not been able to find ACE support funds despite the similar poverty levels in the Rio Grande Valley**. La Feria has 10% unemployment vs 5.5% for Texas; median household income in 2013 was **$29,746 vs $51,704 for Texas** (or only 57.5% of the state average), and per capita income in La Feria's was **$17,259 while Texas' was $28,355**. La Feria's need for the program is found in its impoverished 3,644 households, and 3,039 families residing in the city with less than 12% reaching a bachelor's degree (2010, Census). The following elements are unique to both ACE and Public Schools as Campuses also did resource planning for

specific classes, teachers and resources currently available for ACE utilizing the required ACE Blueprint program planning forms as a guide to anticipated services and needs. **Disaggregated STAAR data and Campus Improvement Plans (CIP)** were analyzed to create responsive and customized academic and enrichment courses that would benefit key student groups. Approximately 3,500 surveys were sent home and over 700 returned with 100 people who gave information to contact them about being on volunteer committees. LFISD is deficient in all 2017 STAAR core subjects and trails the state

2017STAAR % at Masters Gr. Lv. (All Tests)			
Core	**State**	**LF**	**Areas of Concern**
All	20%	14%	**6% < state**
Reading	19%	12%	**7% < state**
Math	23%	18%	**5% < state**
Writing	12%	6%	**94% failed mastery**
Science	19%	11%	**89% failed mastery**
Soc.St.	27%	17%	**10% < state**

in All tests and grade levels from 5 in math to 10% in Social Studies (See chart on right). **Only 5% of LFISD students were proficient in writing.** CODE will make all ACE students proficient in all core subjects plus add a new computer language to promote and excite students for future college and careers to include certifications for parents.

Steps to Address Needs
1. **Identify the Purpose and Outcomes-** *Design the best ACE Technology in the RGV with new ACE App.*
2. **Establish Committees for Each CNA Area-** *Develop parent, business and student councils at all sites*
3. **Determine Types of Data Sources to examine-***Include all students across all subjects and monitor benchmarks*
4. **Determine Areas of Priority and Summarize Needs-***Requires time on task, tutoring, mentoring and STEAM*
5. **Connect CNA to CIP and ACE Grant Services-***Colleges, WFS with CIS will help increase capacity of services*

Table 1 describes the key areas of **CODE** focus and the specific prioritized needs to include working families. Summaries of the findings were assigned quantifiable descriptions when applicable (e.g., percentages, numbers) to describe the campus and the demographic makeup of the community with appropriate service responses. The Design Team reviewed over 300 separate ACE activities in Elementary, Middle Schools and High Schools from prior ACE grantees to determine which services would best be offered with **CODE**. TEA proposal was developed and approved by all stakeholders.

Table 1: Project CODE Strategies for La Feria Families	
CSF Key Areas of Focus	**Specific Prioritized Needs**
Retaining HQ & HE teachers	*Implement ACE Stipend for sustainability; Filter and incentivize*
Curricula & Instruction	*Vertical and Horizontal Alignment via a campus cloud with TEKS alignment*
High Needs Demographics	*Improve Special Ed., LEP & Economically Disadvantaged subpopulations*
College and Career Achievement	*Increase Math and Writing <ESC av. 0% SAT, College Credits,28% Enroll*
School Alignment	*CORE integration of STEMS, PD, CIP, ADS Training*
Limited Technology for students	*Instant classroom assessment; utilize 1:1 Device; Home to School Lessons*
Student & Family Engagement	*Increase parental support with ACE workforce trainings for school success*
School Involvement	*Increase campus grades, graduation rates, students leave prior to 12th grade*

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:　031905	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.

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

Project CODE partnerships includes: La Feria ISD, Region One ESC, Community in Schools (CIS), Workforce Solutions, Texas State Technical College (TSTC), South Texas Community College (STC) and the University of Texas Rio Grande Valley (UTRGV). Table 2 indicates how the partnerships will contribute to achieving stated **CODE** objectives and sustaining the program over time as each organization is in reasonable geographic proximity and of sufficient quality to meet the requirements of ACE programs. LFISD will also rely on local partnerships, state and federal funds to sustain ACE after the funding period ends. **CODE challenged all partnerships to add substantial elements in the ACE grant with emphasis on ongoing, existing efforts that are similar to ACE so that no duplication of effort exists.** The following organizations submitted an Memorandum of Understanding to work with the program (**See Appendix E-MOUs**): Region 1 ESC, Camp Fire, USA Council on Alcohol & Drug Abuse, Children Youth Development (CYD) Texas Department of Protective and Regulatory Services, UTRGV, TSC college work-studies, parents, LF business leaders, volunteer teachers, coaches, STC professors, career speakers, college mentors, tutors, scholarship programs & Community clubs, reading partners, National Honor Society, high school service clubs, RGV community organizations, GEARUP, STEMS, Talent Search, Upward Bound, LF churches, Community in Schools, City swimming centers, Texas Department of Human Services, local clinics, Medical Centers, medical mobile units, diabetes workshops, free dental/health providers, Planned Parenthood, Community Grant programs, TSTC disability services,

Table 2: Project CODE College, Workforce and Social Partnership Elements		
Effective ACE Leadership Objective	*ACE Partnership Elements*	*Funds*
Classroom Walk-through w/ Reflective Practices	Trained community and campus reviewers	local
*Professional Teaching & Learning Campus	ACE Team, Community Support	local
Coaching for ACE Educational Leaders	Graduation/Coding Coaches	partners
Quality ACE Teaching & Learning Objective	*ACE Partnership Elements*	*Funds*
Smart Labs for Accelerated Instruction	Labs with online software school to home capabilities	partners
*Teaching Learning Strategies in ASP	HQ ASP core teachers with embedded learning	partners
ACE Culture of Success Objective	*ACE Partnership Elements*	*Funds*
Working & Understanding families from poverty	Adult ESL, GED, Parenting and Computer Classes	partners
*Culturally Proficient Schools	Extra-Curricular Services and Community Events	partners
Planning & Implementing Family Literacy Events	CSL, Parenting Classes, Adult Education classes	partners
Parent to Parent Model Training	Parent engagement, input and unified goals	partners
Establish Partnerships with College	College readiness elements and college tours	partners
Effective ACE Processes & Systems Objective	*ACE Partnership Elements*	*Funds*
Aligned ACE Roles & Responsibilities	New policies for retaining and recruiting HQ teachers	partners
Coordinated Campus Improvement Plans	Effective CIP, DIP and ACE Teams	partners
*School-wide Positive Behavior Support	Creating Campus Incentives with College tours	partners
Summer Planning and Systems of Support	Creative College Summer Camps for yearly progress	partners
LFISD Data Driven Decision Making Objective	*ACE Partnership Elements*	*Funds*
Testing Accountability & Disaggregation of Data	Early Warning for ACE At Risk Student services	partners
Benchmarking with ACE Best Practices	Classroom Specialized Tutoring (SES) and i-Tutors	Federal
Data Management Mapping: Timely Data	ID Classroom Teacher Weaknesses with ACE tutors	Federal
*Effective Use of the Data Management System	HQ ACE Leadership and CIP Team to include CODE	partners
CODE Sustainability Objective	*ACE Partnership Elements*	*Funds*
CIS Familiy Engagement Specialist (Contracted)	Family Social Services with experienced workers	local
College Dual Enrollment, Tours, Mentoring	Work-study positions free of charge to ISD	Federal
Workforce Solutions for families	Youth and Adult CATE certification programs	State
*** Indicates ongoing, existing efforts that are similar or related to the planned project**		

AARP, RGV Literacy centers and Food Banks, AmeriCorps, Wal-Mart, Alumni, Workforce Youth Programs.

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

Impacting Local Measures

Project CODE proposes to impact **performance, attendance, discipline referrals, advancement, high school graduation rates and career competencies**. In addition, **CODE** proposes to impact additional local measures or objectives, state those here and describe how the program is designed activities expected to improve student achievement as they incorporate innovative services for both the students and their families that provide academic support specifically to students that need the extra time on task or need a non-traditional format for learning. **CODE is unique and appropriate for the level and understanding of the student** and can have numerous diversified lesson plans all culminating with raising student achievement **through holistic support and hands on learning to include:**

- ✓ **Improving Academic Performance with TEKS specific assignments** that will be coordinated with specific supplementary lesson plan work aligned to the problem areas weakness of at risk students receiving small group support from High Quality ACE teachers and college mentors. ACE will provide embedded learning activities that make learning engaging, fun and different from regular school days. This will include tutoring, homework assistance, college mentoring, remedial development, and grade and credit recovery. Embedded STEAM learning classes such as Cooking, Robotics, Rocketry, LEGOs, Architecture, Journalism, Business, Horticulture, College Prep and summer Career Cluster Camps In fact, studies have shown that, when young people attend high quality programs on a regular basis, improvement occurs in a variety of academic outcomes, including attendance, discipline referrals, achievement tests, and grades (Auger, Pierce, & Vandell, 2013; Kauh, 2011; Manzeske, Nistler, & Swanlund, 2013).
- ✓ **Increasing Attendance with Embedded Learning** in core areas and to build important self-esteem and help with ATOD peer pressure or other detrimental risk factors for student completion and teen problems. ACE will infuse motivational enrichment and learning through activities such as Chess, Dance, Teen Chats, Crafts, Art, Drama, Music, Community Service Learning (CSL), Career Planning, Workforce development, College prep and activities that provide positive social, cultural, recreational, interpersonal skills, and health and wellness experiences.
- ✓ **Reducing Discipline Referrals through a Positive ACE climate** of college bound expectations with well-trained university mentors and tutors will help provide positive peer pressure for successful completion. Countering teen problems with juvenile delinquency, parent relationships, peer relationships, conflict resolution, to teen pregnancy will also keep the focus on academic achievement rather than ongoing academic failures. Family services will include support for wellness, life and parenting activities for college readiness participation. ASP can have an effect on social and emotional outcomes particularly when the focus is explicitly on developing skills (Durlak & Weissberg, 2007).
- ✓ **Scientifically Research Based Practices** will be available with numerous ACE Educational Resource labs for effective activities that enhance student achievement with PD utilizing ACE Blueprint and successful ACE Programs.
- ✓ **Increasing Advancements with Pre/Post testing** in core subject areas with yearly evaluation results for grade achievement to keep the program pertinent to raising academic proficiency with all students. Working closely with other academic programs will ensure that no duplication of efforts will occur and that standardized instruments are used for measuring academic gains across respective grade levels. ACE will not only target grade promotion rates with College and Career preparation activities to provide grade promotion mentors, college readiness workshops, Wall of Fame, Alumni Support, Positive Peer Pressure (PPP) and Positive Behavioral Intervention Strategies (PBIS). Significant academic differences were found in ACE indicating positive support in grade promotions (Ramirez, 2014).

Designed Services

CODE incorporates new supplemental innovative services for both the students and their families that need the extra time on task or need a non-traditional format for learning.

- **Before School:** Reading Clubs, Homework Club, Open Labs and Chess Coordination or i-Tutoring
- **After School and Summer Camps:** Homework Labs, Pearson Success Maker, Accelerated Readers, Compass Learning, Sewing, Dual Credit, Credit Recovery, Grade Recovery, Team Sports, Criminal Justice Class, Alcohol Tobacco or Drug Classes, Home visits, Fine Arts, Dance, Hi-Tech Classes, Cooking Classes, Freshmen Mentoring, College Mentoring, Digital Media, Grandparent Stories, Art, Drama, Chess, Spanish STAAR Labs, Tutoring, Etiquette Classes, and Teen Chats, G Force, UTRGV Father and Son/Mother and Daughter programs.
- **Weekends:** CSL Projects, College Tours, Chess, USTA Summer Camps, Swimming, College Tours, Rec. Sports, Remedial Education, Transition Camps. Dual Enrollment, STEAM projects.
- **Year Round Services:** Labs, Literacy Centers, STEAM, Workforce Skills, Job Prep, Parent Basics, College Fairs, ESL, GED, Campus Beatification, Internet Café, Extended Library Hours, Science Nights, Academic Fairs.

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

Scientifically Based ACE Research: All ACE curricula will be based upon Scientifically Based Research (SBR) that provides evidence that the program or activity will help students meet the State and local student academic achievement standards. Research studies conducted by the respective companies were analyzed and only appropriate vendors were used based on SBR and careful consideration was given to **curriculum plans that have a strong alignment with TEKS**. ACE that combines direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects help students acquire a set of **skills useful in school and in life**. (Funkhouser et al., 1995) Research also shows that after school programs that provide a **wide variety of enriching and engaging activities** make learning fun. Quality programs give children the opportunity to follow their own interests or curiosity, explore other cultures, develop hobbies, and learn in different ways. Successful after school programs seek to **involve parents** in orientation sessions, workshops, volunteer opportunities, parent advisory committees and in a wide range of adult learning opportunities, such as parenting education, computer training, GED training, and English as a Second Language. (*Safe and Smart: Making After-School Hours Work for Kids*) **Effective collaboration** between the ACE and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after school learning and enrichment. (de Kanter et al., 1997). The analysis of State observation data (TEA ACE Evaluation Reports, 2013) showed the **three instructional approaches** used by LFISD to distinguish HQ ACE activities:

1. **Clarity of purpose**: Activities are clearly designed to achieve explicit objectives. In the high quality academic enrichment sessions, the instructors clearly state the learning objectives and then lead students through a variety of learning activities related to those objectives.

2. **Intentional use of time:** This feature is anchored in planning and pacing, found to be essential for keeping students busy and engaged throughout the observed sessions. Materials will be ready when the sessions begin. Routines are worked into sessions, so little time is wasted when students begin sessions and transitioned from one activity to another. The pace is generally quick, and, as a result, student accomplishments by the end of the activities were evident.

Continuous Assessments: Effective collaboration between the ACE and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after school learning and enrichment. (de Kanter et al., 1997). **The Evaluation Plan** will include an experienced external evaluator to collect and monitor the data for program fidelity as well as reports for possible improvements. The evaluator will sue standardized evaluation tools and methods t give yearly reports with recommendations for meeting program goals. **ACE Curriculum plans will have a strong alignment with TEKS**. ACE that combines direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects help students acquire a set of **skills useful in school and in life**. (Funkhouser et al., 1995) Research also shows that after school programs that provide a **wide variety of enriching and engaging activities** make learning fun. Quality programs give children the opportunity to follow their own interests or curiosity, explore other cultures, develop hobbies, and learn in different ways. Successful after school programs seek to **involve parents** in orientation sessions, workshops, volunteer opportunities, parent advisory committees and in a wide range of adult learning opportunities, such as parenting education, computer training, GED training, and English as a Second Language. (*Safe and Smart: Making After-School Hours Work for Kids*)

National Best After School Program (ASP) Practices
LFISD will support and improve family engagement with the following **six research-based strategies** that 21st Century Community Learning Centers and other similar programs can use to improve their family engagement efforts (Bouffard, Westmoreland, O'Carroll & Little, 2011; Little, 2011). These include: 1.) **ACE will have adequate and welcoming space to engage families and students, 2.) ACE will establish policies and procedures to promote family and student engagement, 3.) ACE will communicate and build trusting relationships, 4.) ACE will be intentional about staff hiring and training to promote effective participant interactions, 5.) ACE will Connect families to each other, to the program staff, to schools, and to other community institution to support a more holistic approach to education, 6.) ACE will help support families and their basic needs.**

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success.

#	Need	How CODE Would Address 5 Academic Needs for Family Success
1.	LFISD Parents as Partners Programs	✓ IEP: Individualized Educational Plans will address behaviors and home life issues ✓ Personal responsibility: Students will develop personal responsibility to avoid victim mentality ✓ Clear Rules: Posted clear and consistent rules with consequences and rewards will set culture ✓ Leadership: Visibility of school leaders and college mentors will enforce safe positive CODE climate ✓ Positive Behavioral Intervention Strategies: PBIS such as Peer Mediation and Ropes Challenges ✓ Goal Setting: 9 winning concepts that help make better decisions and assist with life adversities ✓ Positive Influences: Speakers and workers will instill a positive mindset and increase self esteem ✓ Hero Program: Fathers and men as campus guardians will roam the hallways on rotating schedule to deter the current violence and threats at schools. ✓ American Dream School: Parent based support combined with academics will give parents compassion resources with hope on how to improve their financial status by role modeling
2.	CODE Academic Assistance	✓ Top Teachers: HQ/HE teachers providing cooperative and shared classes to avoid burnout ✓ Embedded Learning (EL): Reading, Writing, Math and Science infused by enrichment academics ✓ Project Based Learning (PBL): project-based activities for group learning and showcasing work ✓ STEMS: Targeted Tech, Math and Science instructional activities with hands-on learning ✓ IEP Incentives: Individualized rewards will encourage performance on grades and state exams ✓ Learning Cloud: Access to LFISD 24/7 student and parent curriculum without an internet provider. ✓ Adult Classes: Creating ESL, GED and Computer classes for adults will inspire students
3.	CODE Enrichment Programs	✓ Cool Place: Creative activities, caring staff with fun enrichment and student outlet for learning ✓ Motivation: Great attendees will get treats and drawings for prizes donated by community ✓ Parent Connection: Ongoing communication with parents/guardians to discuss attendance issues ✓ Bilingual Staff: Staff with English/Spanish speaking abilities will help large Hispanic population ✓ Home Visits: Home visits will be conducted to meet with absentee participants in their homes. ✓ College Tours: College Tour participation will be based on ACE attendance and performance ✓ Summer Camps: Summer Camps, and Career Field Trips will be reserved for active students ✓ Potluck Days: Special days will be created to give students their respective games or treats
4.	CODE Character Building	✓ Mentoring Teachers: Master certified teachers will personally mentor 5-10 at-risk students ✓ Accelerated Instruction: ACE labs will provide grade, credit and homework recovery ✓ Dual enrollment: HS will be transformed into an Early College center for local and online credits ✓ Cloud Learning: CLOFT will provide 24/7 tutoring and bilingual curricula to rural homes for families ✓ Summer Learning: Summer remedial learning will increase promotion rates and state test scores ✓ Higher Expectations: College bound tours and culture will raise post-secondary expectations. ✓ No Dropout Zone: Becoming a high school dropout will not be an option for ACE campuses ✓ Parent Workshops: Customized academic bilingual workshops will train parents on promotion, graduation, college and effective teen strategies to avoid common pitfalls.
5.	CODE College and Career Readiness Programs	✓ Grad Coach: Will build systems and processes for graduating students with lifelong learning skills ✓ Secondary Focus: HQ/HE teachers will individualize learning to ensure post-secondary success. ✓ Role Models: successful professionals in the community will build both motivation and inspiration ✓ College Networks: Post-secondary training, preparation and workshops will be given by partners. ✓ Flagging Problems: Student tracking for problems will recover students and provide intervention ✓ School Rigor: Rigorous curricula will align with Cloud and college bound climate past graduation ✓ Recovery Academy: Failing 11th or 12th graders will attend summer and weekend programs ✓ Graduation Prep: ACT/SAT, TSI, college prep activities will help transition into IHE. ✓ Workforce Prep: Workforce training will help build both career planning and skills for real world

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CODE Marketing
CODE will develop unique ways to market the program by teaching students to develop creative coding tools and applications using smart phones and computer programming so that CODE will offer Facebook and internet Ads, twitter, Fun Snap Chat ACE filters, Instagram memes for kids to forward and copy including LFISD approved YouTube channels that will make the program fun and marketable for student and family participation. CODE Student Journalism classes will forward stories from ACE to local newspapers to insert into their school columns or on their websites. The greatest advertising tool will be that CODE will develop the first ACE APP for the state of Texas to use for their programming so that schedules, data bases and marketing tools can be delivered via the app and instantly update all families with communication and information on the program updates or deliverables. CODE will be able to sustain some programming as businesses will look for CODE to help them develop modern tools for their companies using students' help and expertise on reaching the young adult audiences.

LFISD ACE Marketing : ACE will disseminate information about the center, including its location, to the community in a manner that is both understandable and accessible through diverse media such as; District, Campus and Project Brochures, District, Campus and Project Newsletters, District TV/Radio PSA Announcements, District, Campus and Project Newspaper Articles, District Marketing Materials, New Parent Handbooks, Radio and TV Ads, District, Campus and Project Flyers, District, Campus and Project News Stories & Parent Letters, Campus Bulletin Boards posting project work and pictures in the front of the school. A **daily menu of services** will be encouraged for each site to direct parents and community to appropriate classrooms for ACE signage and information. School **announcements** will be made concerning the ACE program, **cafeteria recruitment** will occur with an ACE table for special ACE student birthdays and event recruitment, monthly **staff presentations** will be made and a competition rewarding the top classrooms with ACE students in the program. **Teaching staff will assist** disseminating information to parents and have a recruitment enrollment goal for keeping their class active. Staff will disseminate **drive by flyers** for parents during pickup time and do home visits when appropriate. **Word of Mouth**: The most important component will be word of mouth by students who will love the dynamic age appropriate activities, caring staff and a safe and bully free learning environment. Hope for the *American Dream* will also inspire parents towards higher expectations. ACE will be a springboard for College.

ACE Partnership Marketing
The Learning Centers will work closely with the Grants Department, Public Information Department, District Advisory Committees, and Community organizations to disseminate information. The Learning Centers will submit program information including success stories and students/parent written stories to the Harlingen and La Feria newspaper and the local TV stations on a regular basis. The Learning Centers will also maintain announcements, information, photos, and working calendar of services and events on their own website as well as through a link to the district's website. Additional free marketing includes:
- ✓ **CIS-** Steve Majors is the Vice President for CIS Communications. Steve Majors is a senior communications professional and media strategist with a diverse background in journalism, public relations and national nonprofit communications. Steve's expertise in media relations was developed by his experiences as a TV producer, first in major markets across the country, and then in New York where he held successive leadership positions at CNBC, MSNBC and NBC's Weekend TODAY show. CIS will promote and market ACE in their respective national markets.
- ✓ **UTRGV-**UTRGV will use various outlet marketing strategies for ACE. **Vaquero Connection** is a monthly newspaper feature that explores career pathways and offers college readiness information to over 34,000 Rio Grande Valley juniors and seniors. The **UTRGV Street Team** is our group of 5 students out and about in the community – on and off campus. The Street team will go into schools giving out cool UTRGV promo items, taking photos and video for our social media pages, or getting crowds pumped up for an event. The **UTRGV Social & Digital Team** is part of UTRGV Public Relations Department and will create ACE social media to connect and engage with the UTRGV community to include: UTRGV Social Media Directory, UTRGV Social Media Feed, UTRGV Messenger, UTRGV 360° Virtual Reality Tours
- ✓ **Region One ESC-**ESC 1 will promote ACE through their marketing outlets to include Texas School Public Relations Association; National School Public Relations Association; Action 4 News; KRGV; Telemundo; The McAllen Monitor Tammi Cupples; Valley Morning Star Fernando del Valle; and Harlingen Morning Star.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Safe Transportation Starts with Safe Dismissal Process
LFISD will provide safe transportation for participating students to and from the center(s) and home. Upon registration of a student participant, ACE will obtain necessary parental consent to participate in the program and ensure a dismissal process is in place to document and address transportation needs and emergencies, including an emergency readiness plan, emergency contact information, and follow-up documentation and the appropriate checkout system. Teachers will escort young children to the bus pickup station or parent station upon daily program completion to include transporting after school program students from the center to their home using standard policies and procedures setup by LFISD. Forms, schedules, and rules clearly defined and outlined will be developed and enforced. LFISD Policy will be set for Walkers who are age appropriate and eligible to walk home. Students who are too young to walk and do not ride the bus will need to be signed out by parents or authorized family members identified in the student's application form. Files will contain address and emergency contact information and drop off schedule for the bus drivers. ID badges for young students will be worn until the student and bus drivers become familiar with their routes. Program attendance and bus privileges can be revoked if a participant is acting up during the bus ride home. In order to ensure the safety of all students and check the disciplinary activity, the transportation department will be kept abreast of discipline problems and can recommend the student be expelled from the program. Bus drivers will have access to communication with the site base to report any delays although buses will meet all local and state requirements with trained state certified bus drivers including first aid kits in each bus.

Texas Busing Standards
LFISD meets all Texas School Busing Standards set up by Texas Law for regular and disabled students. This law specification describes the requirements for school buses for the state of Texas. The 2011 Texas School Bus Specifications are effective upon final adoption of the Public Safety Commission. This specification is adopted as authorized under Texas Transportation Code Title 7, Chapter 547.7015, Education Code 34.002, and Texas Administrative Code, Title 37, Part 1, Chapter 14. The design of school bus bodies is to provide for the safety of pupils and for long range, maintenance free factors as required by Transportation Code 547.7015 and Education Code 34.002. A copy may be obtained at www.txdps.state.tx.us/schoolbus/sbtexspecs.htm All public school buses (bodies and chassis) purchased or acquired after the effective date of this document which are owned, operated, rented, leased, and/or contracted for by any public school board (including open enrollment charter school) and private school in Texas, to transport children to and from school or school-related events, and shall: a. Meet or exceed the minimum requirements of these specifications; b. Meet all applicable Federal Motor Vehicle Safety Standards. Equipping buses to accommodate students with disabilities is dependent upon the needs of the passengers. While one bus may be fitted with a lift, another may have child passenger restraint systems. Buses so equipped are not to be considered a separate class of school bus, but simply a regular school bus that is equipped for special accommodations. Buses equipped for students with disabilities shall meet all the requirements of the chassis and body sections as well. If by addition of a power lift, mobile seating device positions or other modifications, the capacity is reduced such that vehicles become MPVs, the intent of these specifications is to require these vehicles to meet the same specifications they would have had to meet prior to such modifications, and such MPVs are included in all references to school buses and requirements for school buses which follow. Any parts or components not specifically mentioned below, but which are required to provide a complete operating unit, or which are standard for the model offered, shall be included. Body and chassis manufacturers shall be responsible for installation/modification of all equipment and ensure equipment conforms in strength, quality, and workmanship to accepted standards of the industry, State Specifications, and Federal Motor Vehicle Safety Standards of all equipment installed when the bus leaves their facility. The distributor/dealer shall be responsible for installation/modification of all equipment and ensure equipment conforms in strength, quality, and workmanship to accepted standards of the industry and State Specifications and Federal Motor Vehicle Safety Standards of all equipment added by the distributor/dealer.

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

CODE Volunteers: ACE plans to encourage and use appropriately qualified persons to serve as the **CODE** volunteers carefully selecting people who are motivational role models towards higher education. **CODE** will follow the LFISD policy below to outline the screening and placing of volunteers in activities carried out through the community learning center specifically with **early childhood activities that require reading stories, art, music, and chess** and **mentoring one on one** building projects through Home Depot/Lowes for high at-risk students who need a caring adult. These volunteers will be College Students, Graduate Practicum's, Winter Texans, AARP workers and other senior volunteers with collaborations with Elderly Day Centers such that will help provide qualified senior volunteers volunteering in their areas of expertise. The required training for all volunteer workers and staff will include at a minimum a standard childcare workbook for working with children, appropriate immunization shots, CPR first aid training, staff development training, and a background check. Agency seniors must also meet eligibility and interview requirements. Senior citizens' and disabled students' accommodations, parenting skills, literacy needs and childcare needs will be addressed at each center. The proposed learning centers will serve a wide variety of special needs and constantly look to serve specialized needs. The program will attempt to **establish Literacy Centers** for illiterate adults at each site whereby senior citizens will be utilized to teach English and Literacy through writing, reading and conversation classes. Literacy centers will ensure long-term sustainability by leveraging local county dollars and resources. The sites will create a center through the CSL renovation of a portable building or classroom for literacy services and adult education classes.

LFISD Volunteer Policy Requirements: The Texas Education Code, 22.053, (b) defines a school district volunteer as "a person providing services for or on behalf of a school district, on the premises of the district or at a school-sponsored or school-related activity on or off school property, who does not receive compensation in excess of reimbursement for expenses." Volunteers, chaperones on all school sponsored trips, booster club members, and PTA/PTO members need to fill out a volunteer application if they will have contact with students or will volunteer during school hours. Anyone interested in serving as a LFISD school volunteer for the school year must do the following: Submit a completed, on-line volunteer (campus clearance) application including a criminal history release form. Applications are available on the LFISD website. A Social Security Number may be requested in order to verify criminal history records. District Policy GKG (Legal) requires a criminal history record of all school volunteers. Provide evidence of identity after submitting the application with a copy of a valid (unexpired) Texas Driver's License, state issued ID, United States Passport, U.S. military card or draft record, or Alien Registration Card (with picture) to the campus parent liaison. Once volunteers meet these requirements, the campus administrator or parent liaison will receive an "Authority to Report to Volunteer" which allows the volunteer to begin service. Volunteers from the last school year must renew their applications for the new school year. Those not cleared to volunteer can attend meetings/parent conferences but cannot stay on campus to volunteer. All participants in the ACE program will be required to sign-in and sign-out daily at each center as per ACE procedures and only authorized parents or guardians will be allowed to pick up the student. The primary understanding for ACE safety is to follow the set ACE policy and procedures in alignment with standard LFISD protocol for all students, parents and teachers. This includes: Reducing the number of open doors that are accessible to outsiders once the normal school day has ended; Providing highly visible coordinators and security personnel with well-lit areas for daylight savings time; Concentrating after-school and weekend activities in limited areas of the building and avoiding activities that spread out all over the school; Targeting most appropriate spaces for functions with safety considerations; Gating off sections of the building not being used; Allowing a one way entrance into programming schedule through main office; Building specific security requirements for partners to use school facilities; Keeping written records of scheduled use, contracts and agreements, facility use and emergency policies and procedures, and related issues with training provided for all emergency codes; Providing adult supervision for increasing adequate after-school and weekend facility; Developing, testing and training staff on emergency/crisis preparedness guidelines for after-school and weekend hours t include inclement weather and bomb threats; Including coordination with public safety agencies for after-school and weekend situations; Ensuring surveillance cameras to deter and record activity, keycard access to control staff access to restricted areas, locks and alarms for high-value and high-risk areas, communications equipment for custodial personnel and activity coordinators, access to phones for after school users to use in an emergency, adequacy of interior and exterior lighting (including parking lots), and related strategies; Posting program expectations and creating the rules for behavior with strict adherence to the consequences; Developing a parent discipline contract that allows for behavior agreements.

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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.

CODE SUSTAINABILITY PLAN					
ACE Grant Funded Years 1-5	**College District** 25% Goal	**Non-Profit Community** 10% Goal	**La Feria Partners/Network** 15% Goal	**CODE Councils** 5% Goal	**RGV Businesses** 5% Goal
Partnership building and investment stage; period to integrate into community *55 Members attended Community Council Meetings*	Labs/Ed. ESC 1 Title 1/SPED Migrant Funds Grants Transportation Classrooms Outreach Programs TRIO Center TSC/STC/ TSTC UTRGV Camps Campus Funds	Workforce Board Youth Dev Funds IHE Support Work studies PTO/PTA HS Mentoring TSC/UTRGV Tutoring CSL Projects TEA/ED Grant Coordination Workforce Solutions United Way	Childcare Licensing Chess Federation Adult Ed. Classes Nutrition Program Collaborations Site visits Communities in Schools CIS CTE Programs UTRGV Dept of Ag. GEARUP	Fundraising Scholarships Chess clubs ACE stores Community Events CAC Support Recruitment Advocacy Leadership Sponsors Walls of Fame	Donations/ contributions Sustainability support CSL Projects ACE Champions Camp T-Shirts School Supplies Back Packs Hair Cuts Incentives CODE Awards

Sustainable CODE PLAN

The LFISD ACE Sustainability Plan will target future development beyond the grant cycle with **signed LFISD Board letters of support with 100% signatures (*see Appendix-Board Letters*)**. The Sustainability Plan will align with LFISD initiatives for sustainable non-regular school hour elements to include but not limited to the following; **Academics, Enrichment, College and Career Prep and Family Services. TSTC, STC, TSC, LFISD, UTRGV, CIS, WFS and ESC 1 have supported the 21st CCLC proposal** as the community embraces the need of the program specifically for single working mothers. **ACE CODE** will begin with 7 sites and will eventually model a school/college partnership for after school services for the entire RGV schools. The chart above indicates the preliminary plan for how the community learning center will continue after grant funding ends. Compiled leveraged resources and purchased equipment for 21st CCLC usage from years 1-5 will account for less than half of the programmatic structure for years beyond the grant cycle. Further ACE resources will undoubtedly need to come from the community itself in order to sustain the program. Funding amount for the ACE program beyond the grant cycle will begin at 60% of the currently proposed budget (years 1-5). Sustainability requires commitment from various funding streams, a network of community partnerships, a strong parent council and the efforts of **55 Community Advisory Council (CAC) members working together**. In years 3-5, ACE will split fund staff to 90% 21st CCLC funds so that they can then pursue additional funds without violating the federal grant rules of no fundraising. Meanwhile, all CAC partners will meet quarterly in forums to discuss the progress of the grant to ensure quality. ACE will work diligently in years 1-5 to demonstrate such a great community integrated program that closing its doors will not be an option. **After 5 years, ACE plans to have additional 60% in acquired services, resources and in-kind support with the strategies indicated in the chart below with the ACE Key to sustainability, "Do not place all your eggs in one basket!".**

Grant Commitment- LFISD will ensure that all project participants remain committed to the project's success as all Board members have signed off on the required priority support letter to TEA (Appendix B). This support indicates that LFISD is ready for the design changes and will engage in the required services that will allow the campus to meet grant goals and objectives. The administration has invited the community to participate in the design of the grant creating a stronger ownership of the design and making the commitment even greater. Teachers will be compensated for the added extra duty work and will agree to extra duty pay for the benefit and welfare of ACE success. The added Business Partnerships targeted will sustain the extra duty pay, personnel and incentives for ongoing improvements. A new culture and climate of excellence towards College and Career Completion further increasing grant commitment. LFISD gives evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. LFISD staff: Were presented ACE plan; Were included in design elements with central office design team; Were given opportunity to participate on voluntary basis; Will submit contract and application that fulfills ACE completions per semester; Will receive set stipends for extra duty pay with understanding of expectations based on design of ACE. All LFISD administration have signed a must sustain ACE MOU with partnerships.

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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.

Program Coordination: A key strategy for Project **ACE** is to coordinate federal, state, and local programs with the proposed program for the most effective use of public resources. Partnership coordination includes but not limited to the following partnerships (see Appendix A for all MOUs); **Local:** Businesses, Faith Based Organizations (FBO) to include Churches, City Government and Community Based Organizations (CBO) such as Communities in Schools, Boys and Girls Clubs and Community Development Corporations (CCDC) will work together to provide the resources and incentives that are typically not allowed by grant funds to create a dynamic and motivational college going culture are LFISD. ACE will also deploy large volunteer services and resources; Community in Schools for social work case management; PEIMS Coordinator for evaluation support; student and parent organizations; and more importantly the school itself as the program will not be a standalone program but an extension of the school day so that funding such as Site Coordinators will work closely with community partners to leverage funds for the most effective use of public funds including the training and development of a Community Advisory Council (CAC). **State:** Institutions of Higher Education (IHE) will provide personalized college tours with access to college events, college work studies for mentors, dual enrollment opportunities during ACE time while LFISD will make available state dollars to include TEA focus grants, State Funds, and LFISD budgets that supplement ACE support. Title funds, migrant and special education resources can be utilized for maximum funding for the ACE. Shared resources such as the sharing of TA support during the ACE transitions helps reduce the student to adult ratio and keeps the program snack time and homework time smooth and productive. **Federal:** Grant coordination with other IHE Outreach services such as federal TRIO Programs (Talent Search, Upward Bound), GEARUP, Reading Initiatives and new grant strategies.

Supplemental Services for Existing Programs: ACE incorporates new supplemental innovative services to extend the existing services for both the students and their families that need the extra time on task or need a non-traditional format for learning. First, all CODE classes are STAAR aligned with quality lessons and teachers aimed at holistic level education impacting the child beyond just grades or STAAR scores. Before School will include Reading Clubs, Homework Club, Open Labs and Chess. After School and Summer Camps will include Homework Labs, Pearson Success Maker, Accelerated Readers, Compass Learning, Sewing, Dual Credit, Credit Recovery, Grade Recovery, Team Sports, Criminal Justice Class, Alcohol Tobacco or Drug Classes, Home visits, Fine Arts, Dance, Hi-Tech Classes, Cooking Classes, Freshmen Mentoring, College Mentoring, Digital Media, Grandparent Stories, Art, Drama, Chess, Spanish STAAR Labs, Tutoring, Etiquette Classes, and Teen Chats. Weekends will include CSL Projects, College Tours, Chess, USTA Summer Camps, Swimming, College Tours, Rec. Sports, Remedial Education, Transition Camps. Year Round Family Services will include Parent Meetings, Labs, Literacy Centers, Vocational Education in Computers, Workforce Skills, Literacy Centers, Job Prep, Resume Building, Job Search, Parent Basics, Parent Goal Setting, College Fairs, ESL, GED, Campus Beatification, Council Fundraising, Summer Camp Parent Workshops, Internet Café, Extended Library Hours, Science Nights, Academic Fairs. ACE with American Dreams Schools Model include: new 1:1 technology, tutorials and ACE PD to improve Student Achievement in Reading/ELA; Classroom Modules and PD to improve Student Achievement in Mathematics; new Science ACE Labs, C&I to Improve Student Achievement in Science; new technology, ACE tutorials and C&I supplies to improve CORE courses; Self-Assessment of Progress; yearly STAAR data plan ; Reports on performance by demographics ; high quality data disaggregation to make curriculum decisions to improve student outcomes; Instant Assessment Tools and software ; use of Standardized test reviews; higher teacher technology targets; new Teacher Observations for Highest Teaching Elements; Quality ACE Professional Learning Opportunity plus online support; greater Teacher and Student Attendance; Tutorials for at risk/ Low Performing students (LP) ; Data Disaggregation and Item Analysis Training; Participate in summer curriculum vertical alignment; End of Course STARR test training; Common planning periods ; workshops for core areas; Leadership Mentoring ; before and after school to extend learning day; Incentives for group performance in after school tutoring activities ; parents trained in their children's academics with home visit events; cooperative learning; project based learning; enrichment personnel to support ASP ; Before School and summer school support ; Parent and Community evening events to engage academic support ; Technology Support with ACE PD tech labs for teachers; Saturday events for PD, Parents and students ; Parenting Skills Classes; Awareness through Outreach to solicit family and community involvement ; Partnerships with community; Family Communication Links with Phone, internet and website; Coordination with local social and health service providers to help meet family needs; Adult parent education classes (including GED, adult literacy, and ESL programs); Meet the Teacher/Staff event; college STEAMS Events; Partnerships for incentives; Parent Workshops ; Cyber Space Safe Parent.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031905 | Amendment # (for amendments only):

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

Center 1

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):
La Feria High School 901 North Canal Street, La Feria, TX 78559		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☐ K-2 ☐ 3-4 X 9 ☐ 5-6 X 10-11 X 12
9-digit campus ID number:	031905001		
Cost per student	$363		

"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125

	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):
La Feria Academy 505 N. Villareal Street La Feria, TX 78559		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☐ K-2 ☐ 3-4 X 9 ☐ 5-6 X 10-11 X 12
9-digit campus ID number:	031905002		
Cost per student	$363		

"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):	50

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 3

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):
W. B. Green JR. High 501 North Canal Street La Feria, TX 78559		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K X 7-8 ☐ K-2 ☐ 9 ☐ 3-4 ☐ 10-11 ☐ 5-6 ☐ 12
9-digit campus ID number:	031905041		
Cost per student	$363		

"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

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Center 4

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Noemi Dominguez Elementary 600 West Pancho Maples Drive La Feria, TX 78559	X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☐ K-2 ☐ 9 ☐ 3-4 ☐ 10-11 ☐ 12 X 5-6

9-digit campus ID number:	031905105
Cost per student	$363

"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 5

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Sam Houston Elementary 500 Beddoes Rd La Feria, TX 78559	X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	X Pre-K ☐ 7-8 X K-2 ☐ 9 X 3-4 ☐ 5-6 ☐ 10-11 ☐ 12

9-digit campus ID number:	031905101
Cost per student	$363

"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 6

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
David G Sanchez Elementary 1601 South Main Street La Feria, TX 78559	X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	X Pre-K ☐ 7-8 X K-2 ☐ 9 X 3-4 ☐ 5-6 ☐ 10-11 ☐ 12

9-digit campus ID number:	031905106
Cost per student	$363

"Regular" student target (to be served 45 days or more annually):	200	Parent/legal guardian target (in proportion with student target):	100

	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: 031905 | Amendment # (for amendments only):

Center 7

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
C. E. Vail Elementary 209 W Jessamine Ave La Feria, TX 78559	X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	X Pre-K ☐ 7-8 X K-2 ☐ 9 X 3-4 ☐ 10-11 X 5-6 ☐ 12

9-digit campus ID number:	031905103
Cost per student	$363

"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 8

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
N/A	☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☐ K-2 ☐ 9 ☐ 3-4 ☐ 10-11 ☐ 5-6 ☐ 12

9-digit campus ID number:	
Cost per student	$

"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 9

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
N/A	☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☐ K-2 ☐ 9 ☐ 3-4 ☐ 10-11 ☐ 5-6 ☐ 12

9-digit campus ID number:	
Cost per student	$

"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)		
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<td colspan="2">Grade levels to be served (check all that apply):</td>
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☐ 2017-2018 Focus School
☐ 2017-2018 Priority School
☐ >50.3% Students 'At Risk' per 2016-2017 TAPR</td>
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<td>☐ 7-8</td>
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</tr>
</table>

	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.)	
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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.

Coordinated Grant Management

Both Ms. Hernandez and Mrs. Torres are born and raised in the Rio Grande Valley and understand the challenges of the area. Through their leadership, LFISD will have an effective and coordinated grant management process, center operations, and corresponding budget plan that will help meet the program objectives and student service targets. LFISD has many experienced Grant Administrators with years of grant management with college and district grants who will be providing oversight to the 21st CCLC grant. External Consultants such as the evaluators will have extensive 21st CCLC Director, Site Trainer, Program Evaluator and Consultant experiences with various funded proposals across America. LFISD's approach to monitor student progress on an ongoing basis will be done by all stakeholders. The FTE Project Director (PD) will use a "Continuous Evaluation Model" to ensure continuous feedback and continuous Improvement of the program. Teacher observations will be conducted on a daily basis by Site Coordinators (SC). LFISD will be aligning the regular school day Instructional program to afterschool instruction to ensure a continuous flow in learning and resources and receiving full support from principles (**See Appendix G-Campus Support Letters signed by principal and all campus staff).** Student progress will be measured at the end of the 2018-2019 school year. In addition, staff will hold weekly meetings with campus and center administration to review program goals, objectives, milestones, and progress on student data. Timely and frequent PD will ensure that quality staff is uploading timely and accurate entry Into the TX 21ST Tracking System. Program Assistants will help inputting dally reports of required information entered by each site. The Site Coordinators will submit the required Import during the fall and spring terms to measure student academic progress. The Director will hold meetings each term and as needed to review the status of program goals and objectives, program planning, design, and improvement and will communicate with all community stakeholders on a regular basis on grant progress.

CODE School Year Operations

CODE Program Hours Meet Needs for Program Objectives			
Day(s) of the Week	**Fall Term (16 wks.)** 9/1/18-12/21/18	**Spring Term (18 wks.)** 1/14/19-5/17/19	***Summer Term (6 wks.)** 6/3/19-7/19/19
Student Services	Monday-Saturday	Monday-Saturday	Monday-Friday
Adult Services	Monday-Friday	Monday-Friday	Monday-Friday
Family/City Events	Saturday	Saturday	Saturday
CODE proposes 16-20 hours per week for serving students and adults			
Day(s) of Week	**Fall Term (16 wks.)** 9/1/18-12/21/18	**Spring Term (18 wks.)** 1/14/19-5/17/19	***Summer Term (6 wks.)** 6/3/19-7/19/19
Monday – Friday	7:00 - 8:00 am 2:50 - 7:00 pm	7:00 - 8:00 am 2:50 - 7:00 pm	8:00am-3:00 pm
Saturday	8:00 am – 12 noon	8:00 am – 12 noon	8:00 am-1:00 pm

LFISD 21st CCLC will be in operations for a Total of 40 weeks @ 20 hours per week, per center with a Summer Program of total of 6 weeks @ up to 7 hours [min. 4.5 hour] per week, per center. Campus doors at LFISD open at 7:00 am when the school day begins. The first bell rings at 8:05 and the day ends at 3:15 for elementary, 7:40 am for middle school ending at 2:50, and from 8:50 am to 4:00 pm for high school students as well. LFISD will extend the day to 7:00 pm to accommodate the needs of the students and working parents. The schedule development process required the involvement of LFISD administration and stakeholders including campus principals, counselors, Curriculum and Instruction Directors, community members and parents. **ACE** proposes a 40 weeks per year program with **5 days** per week for Fall and Spring (34 wks.); **5 days** per week (6 wks.) for summer and weekends reserved for events, CSL Service or college tours.

Grant Funds

The CODE Budget Plan will meet the program objectives and student service targets by meeting all required personnel, meeting all performance measures and remaining at approximately ½ of the $1,000 allotment per student at all sites for the 40-week period and will apply the continuous effectiveness model for achieving program objectives.

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

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TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality.

CODE Evaluation Plan

Evaluation Plan for Assessing Program Achievements & Outcomes, and Data Collection schedule

Objectives	Data Collection	Frequency	Assigned Personnel
Attend.	USDA Breakfast Rosters, Attendance rolls	Daily	Principal, Site Coordinators/Teachers
Promotion	Homework completion records	Daily	CODE Site Coordinators/Teachers
Behavior	After school reports, Disciplinary Reports	Monthly	Director, Sec., Program Assistants
Grades	Lesson plans, quizzes, School referrals reports, course schedules, interviews	Qtrly.	Instructors, Site Coordinators, Work Studies
Fam. Eng.	Teacher, parent interviews, schedules	6 wks. grs	Principal, Site Coordinator
Promotion	Student Grade Reports, District discipline and police records, Truancy Records	6 wks. grs	District Police Department, Grant Admin., Site Coordinators
College	Course evaluations, Instructor evaluations	Semester.	Principal, Director, Site Coordinator
Grades	Yearly grade reports	Yearly	Site Coordinators/Teachers
College	STAAR, SAT, ACT, TSI, PSAT, GED, AP	Yearly	Principal, Site Coordinators/Teachers
All	TEA Annual Expenditure Reports	June	CODE Project Director

Evaluative Refinements: LFISD will provide an evaluation plan that provides concrete program evaluation results to be used to improve program operations and quality. **CODE** will utilize the formative evaluation processes outlined in the application to provide for the identification and correction of problems throughout the duration of the grant project. Program refinements and assessments will be the driving force behind program changes, new strategies, and instruments used for academic achievements. The program will also rely on existing instruments and district strategies that help guide key administrative decisions in improving the program.

CODE Monitoring: Demographic and attitudinal information will be gathered from program participants, parents, staff, collaborating agencies, and the community. Program staff will monitor the academic progress attendance, discipline referrals of students, project absence reports, behaviors, motivation and self-esteem. Timely assessment schedules and database programs will help site coordinators with input of course scheduling, student contacts, and attendance reports. Student files will be created at each campus for after school purposes, which will include academic plan, emergency contact information, immunization upkeep, and health awareness instructions. **Effectiveness Indicators**: Site Visits, Observations, Videos, Pictures, Database reports, Staff Meetings, Project or TEA Evaluation instruments, teacher surveys, design includes processes for collecting data, including program-level (i.e., program activities, number of students served, etc.) and student-level academic (e.g., achievement results, attendance data, etc.).

ACE Instruments: A wide range of evaluation instruments will be used to identify program accomplishments, refinements or failures. These instruments are standardized state or national instruments and academic tools that meet reliability and validity indicators. The project will also use local benchmarks, software benchmarks and student achievement analysis, community surveys, pre-post exams and grade reports to measure student and program growth. **Effectiveness Specific Indicators**: GED, SAT, ACT, STAAR, Literacy Instruments, Pre-Post course instruments,

Statistics: A variety of statistical analyses will be used to measure and tabulate data. All findings can be shared with the Texas Education Agency, US Department of Education and presented at various conferences. An after-school expert and consultant serves as the district's research and external evaluator and will be contracted for research analysis of grades, attendance, self-esteem and other issues important to after-school programming. **Effectiveness Indicators**: The Program evaluator along with appropriate statistical analysis will use gains and losses between pre and post instruments along with survey research. (t-test, Multi-linear regression.)

Reliable Measures: Interviews, surveys and meetings with students, parents, program staff, representatives from collaborating agencies, Program Advisory Panel members, and members of the community will provide anecdotal information to determine program improvements. Special monthly forums will allow program personnel attitudinal information and program evaluation by first hand demonstrations of student work, parent surveys, event evaluations, and advocacy workshops. These forums will occur every month at rotating sites. All council members, staff, business partners and program participants will be invited to attend. **Effectiveness Indicators**: Monthly project forums, PTO/PTA meetings, Campus staff meetings, Site Based Committee input and documented parent contacts.

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	Schedule #18—Equitable Access and Participation			
County-District Number or Vendor ID: 031905		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	☒	☒	☒

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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County-District Number or Vendor ID: 031905		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	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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

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	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

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	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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

County-District Number or Vendor ID: 031905	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	☐	☐	☐
P99	Other (specify)	☐	☐	☐

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	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

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

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

Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 031905	Amendment number (for amendments only):

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

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

Questions

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

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

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

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

Assurances

☐	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
☐	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
☐	The applicant assures that the total grant award requested on **Schedule #6–Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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