

Texas Education Agency
Standard Application System (SAS)

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 Place date stamp here.
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:28 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 #	
Harligen Consolidated Independent School District		031-903	N/A	
Vendor ID #	ESC Region #	DUNS #		
74-6001053	1	069463784		
Mailing address		City	State	ZIP Code
407 N. 77 Sunshine Strip		Harlingen	TX	78550
Primary Contact				
First name	M.I.	Last name	Title	
Jessica	D	Hruska	Special Projects and Grants Specialist	
Telephone #	Email address		FAX #	
956-430-9765	Jessica.hruska@hcisd.org		956-430-9524	
Secondary Contact				
First name	M.I.	Last name	Title	
Ida		Ambriz	Finance Coordinator	
Telephone #	Email address		FAX #	
956-430-9737	Ida.ambriz@hcisd.org		956-430-9594	

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 Arturo	M.I. J	Last name Cavazos	Title Superintendent of Schools
Telephone # 956-430-9502	Email address Arturo.cavazos@hcisd.org		FAX # 956-430-9524
Signature (blue ink preferred)	Date signed		



Only the legally responsible party may sign this application.

701-18-111-057

Schedule #1—General Information

County-district number or vendor ID: **031-903**

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single Audit

Yes:

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: **031-903**

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **031-903**

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: **031-903**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 031-903	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	031-903	Dr. Arturo Cavazos	956-430-9502	\$1,500,000.00
	Harlingen CISD		Arturo.cavazos@hcisd.org	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID: 031-903			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-903	Amendment # (for amendments only):
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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

HCISD is applying for the Texas 21st Century Community Learning Centers, Cycle 10, Year 1 grant based on a community identified need to provide a safe and structured environment for student’s afterschool especially for students of parents who do not have the means to pay for an afterschool program during working hours. With a high population of 93% Hispanic and 80% low socioeconomic the grant will provide traditionally underserved students with high-quality extended learning opportunities outside of the regular school day targeting academics and wellness that are desperately needed in this area. The TEA 21st century grant goals of impacting performance, attendance, discipline and advancement are directly correlated to the goals of the HCISD 21st Century grant proposal and extend to focus on family support in literacy and parenting skills as well as focusing on students will special needs.

The budget plan is designed to service as many kids as possible with limited funds towards administrative or contracted services. This was intentional as we feel these funds should be allocated to providing as many students as possible the opportunity to extend their academic and wellness learning in a safe and structured environment. The budget includes the required Project Director, Site Coordinators for each center, and one full time Family Engagement Specialist. Monies are largely allocated to extra duty pay for both teachers and paraprofessionals and funds were also set aside to purchase equipment for special needs students, consumables for activities, and transportation costs. Contracted services are minimal and address training needs as well as services for enrichment activities.

Each campus was identified based on academic need as well as the need to expand and enhance their afterschool program. The campuses that have been chosen as centers, each have a low socioeconomic status rate of over 40% and an At Risk population of greater then 51%. One of the centers is also a 2017-2018 Focus School and is in dire need of support. The demographics of these campuses and our region in which 33% of the population is below poverty, align to the defined goals and purpose of the grant to create community learning centers that provide academic enrichment opportunities during non-school hours with students who attend high-poverty and low-performing schools.

The 21st Century Team who conducted the needs assessment consisted of a group of key personal at HCISD including the Administrator of Organizational Development, Assistant Superintendents of Elementary and Secondary Education, potential center principals, the Director from the Boys & Girls Clubs of Harlingen, as well as other community members including business owners and parents. After several meetings of mapping out current community resources and defining the priorities of the community, the team focused on providing a safe and structured environment for students after school especially for students of low socioeconomic status and whose parents worked afterschool hours. The efficacy of the needs assessment was confirmed by an outsourced evaluator who will continue to work with the district and an advisory council to determine the success of the grant outcomes as well provide feedback when and if the assessment or program needs to be updated.

The management of the 21st Century grant will encompass all stakeholders beginning with HCISD Superintendent of Schools. The full time Project Director will be responsible for comprehensive oversight of all centers and ensuring that centers conform to the grant requirements. Center operations will consist of full time site coordinators who will be responsible for implementing the projects goals and activities at their center and communicating these goals to grant staff and regular day educators. The family engagement specialist will work with both the project director and the site coordinators to provide services to the families of students participating in the program. To ensure consistent and high quality management the project director will report to the advisory council on a monthly basis to provide an avenue for continuous feedback and adjustments to the program.

Lesson plans, program activities, program strategies, character/citizenship modules, staff performance, parent involvement and communication, efficient use of grant resource and inventories, and student participation will be evaluated monthly by the project director to ensure that program objectives are being met. Through site visits, observations, and effective communication, the project director and site coordinator will ensure program accountability and compliance. The application addresses all statutory requirements including the number of days and hours needed throughout the year, an advisory council, and focuses on serving At Risk students. HCISD has enlisted the support and partnership of the Boys and Girls Club as well as the community and is committed to the sustainability of this grant.

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

<u>Schedule #6—Program Budget Summary</u>					
County-district number or vendor ID: 031-903			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	\$915,000	\$	\$915,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$20,000	\$	\$20,000
Schedule #9	Supplies and Materials (6300)	6300	\$446,000	\$	\$446,000
Schedule #10	Other Operating Costs (6400)	6400	\$119,000	\$	\$119,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,500,000	\$	\$1,500,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,500,000	\$	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$
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:					\$

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

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 031-903		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		\$55,000
5 Site coordinator (required)	10		\$240,00
6 Family engagement specialist (required)	1		\$32,000
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist	1		\$20,000
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:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$340,800
25 6121 Support staff extra-duty pay			\$227,200
26 6140 Employee benefits			\$
27	Subtotal substitute, extra-duty, benefits costs		\$
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$915,000

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 #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 031-903		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		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$20,000
(Sum of lines a, b, and c) Grand total		\$20,000

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

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 031-903		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: Includes special needs equipment Consumables for extracurricular activities Literacy Libraries Characterstrong	\$446,000
Grand total:		\$446,000

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

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 031-903		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.	\$119,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$119,000

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: 031-903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

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

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Schedule #14—Management Plan					
County-district number or vendor ID: 031-903			Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	Must have a bachelors in education or related field; A minimum of three years of related experience in an educational or social work setting; Working knowledge of local youth serving organizations; and, strong communication, public relations and interpersonal skills is preferred.			
2.	Site Coordinator(s)	Must have an associates in education or related field; Experience working with high risk children and families; Experience in staff supervision; knowledge of local youth serving organizations and community resources; and, 21 st CCLC or Afterschool experience is preferred.			
3.	Family Engagement Specialist	Must have an associates in education or related field; experience evaluating education programs is preferred. Must adhere to the Professional Evaluators Association Code of Ethics with no conflicts of interest with the 21st CCLC Project.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Improve academic performance in math, reading, and writing.	1.	Implement Boys and Girls Club TEXAS AIM program	09/01/2018	06/01/2019
		2.	Implement literacy libraries at the elementary campuses	08/15/2018	07/31/2019
		3.	Implement professional development for teachers	08/01/2018	07/31/2019
		4.	Implement campus based tutoring focused on TEKS	08/15/2018	07/31/2019
		5.	Analyze/Report assessments to improve services	08/01/2018	07/31/2019
2.	Improve academic performance in all subjects through extracurricular activities.	1.	Recruit and support Boys and Girls Club sports leagues	08/15/2018	07/31/2019
		2.	Expand the Boys and Girls Club Experience Summer program	03/01/2019	07/31/2019
		3.	Implement health and wellness courses after school	09/01/2018	06/01/2019
		4.	Analyze/Report on assessments to improve services.	08/01/2018	07/31/2019
3.	Support family literacy and workforce readiness.	1.	Provide nights classes at Boys and Girls Club	08/15/2018	07/31/2019
		2.	Keep ILC's open afterhours for use of literacy libraries for students and parents.	08/15/2018	07/31/2019
		3.	Conduct Bi-monthly Parent Events	08/15/2018	07/31/2019
		4.	Analyze/Report assessments to improve services	08/01/2018	07/31/2019
4.	Increase school day attendance and decrease discipline referrals	1.	Train teachers on SMART Moves and Girl Strong programs	08/01/2018	07/31/2019
		2.	Implement SMART Moves and Girl Strong programs	08/15/2018	07/31/2019
		3.	Train all staff on Characterstrong program	08/01/2018	07/31/2019
		4.	Implement Charaterstrong program at all centers	08/15/2018	07/31/2019
		5.	Analyze/Report assessments to improve services	08/01/2018	07/31/2019
5.	Provide students with special needs afterschool services.	1.	Develop an elementary and secondary center component for students with special needs.	08/15/2018	07/31/2019
		2.	Analyze/Report assessments to improve services	08/01/2018	07/31/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-903	Amendment # (for amendments only):
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Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Community Needs Assessment

With such large numbers of Hispanic (93.2%) and low socioeconomic students (79.5%), the goal is to expand the educational opportunities of traditionally underserved individuals by increasing their abilities in literacy, STEM and other enrichment opportunities which will build on their academics as well as their health. By enhancing and expanding the community's access to these offerings, we are confident that establishing a Texas 21st Century Community Learning Center (CCLC) in Harlingen, Texas can accomplish this goal. In efforts to establish a Texas 21st CCLC to tackle the growing needs of students and their families in the Rio Grande Valley and Harlingen, Texas the 21st Century Team was formed to conduct a community needs assessment.

The Process

The 21st Century Team consists of key personal at HCISD including the Administrator of Organizational Development, Assistant Superintendents of Elementary and Secondary Education, potential center principals, the Director from the Boys & Girls Clubs of Harlingen, as well as other community members including business owners and parents. The 21st Century Team worked together to gather geographical information, student demographics, social determinants, and economic information from data they collected internally. In addition to receiving data from the collaborative groups, data was also compiled from public sources (such as campus improvement plans, district-wide strategic plans, census records, Texas Academic Performance Reports and more), results of parent surveys, and informal feedback from community partners giving insight into the resources out in the community.

Priorities we're set based on key findings to assist the 21st Century Team with developing goals and objectives. The group participated in five facilitated meetings to discuss and modify priorities, make informed decisions based on key data, and mutually agree on the goals, deliverables, and responsible parties for making sure those deliverables are carried out. After the top needs were identified, which included providing a safe environment for students and providing a strong focus on literacy, the group participated in an exercise adapted by the Texas ACE Blueprint's Community Resource Mapping/Strategy Development Process to build program strategies around each need.

After analyzing the data collected from all stakeholders, it became evident that the resources available to the community in regards to academic support or care for children after school was limited to the Boys and Girls Club or entities such as Sylvan Learning Center or daycare facilities that are tied to a financial burden. Parents and community members voiced the need for a safe and structured environment for their students after school. Our community is struggling with increases in gang violence as well as border violence spilling over from Mexico, just 20 miles away. Without this program, students are left in the care of older siblings or on their own, and parents are worried about the consequences of this. This program will provide parents with the security in knowing that their children are not only safe, but that they are receiving quality instruction and enrichment. There is also convenience in serving students at the campus they attend during the day and providing transportation home. Many of our students come from homes where English is not spoken and parents are unable to help their children with their assignments. Providing homework assistance as well as other academic and enrichment activities gives students the extra help they need to be successful. Family literacy services will be provided through our Parental Involvement Department and will be available both at the center and at the Boys and Girls Club. For some of our students, they will be the first in their families to graduate from high school; therefore, families are unfamiliar with opportunities and preparations for attending college. Our program will assist families in this way as we work toward college and workforce readiness.

In addition to the need of providing a safe place for students afterschool, the data showed a glaring need to incorporate academic support in the area of literacy. With 52.5% of the student population being At Risk and 24.1% labeled as LEP/Bilingual, literacy has been identified as a need within the district. The activities designed by the team will address this need through the use of literacy libraries in all the elementary campuses identified based on the academic data mentioned above as well as specific interventions for students in the middle school setting such as extended library times and small group interventions.

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

County-district number or vendor ID: 031-903	Amendment # (for amendments only):
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Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

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

Based on the community needs assessment the 21st Century Team identified plausible partners that would expand both organizations capacity to reach program goals. After meeting with potential partners, the 21st Century Team identified the Boys and Girls Club of Harlingen as partners in the endeavor to increase student academic performance, provide extracurricular activities for all students including those with special needs afterschool, and support family literacy and workforce readiness.

The Boys and Girls Club of Harlingen is an external non-profit organization that has a strong record of success in running and implementing afterschool and summer programs and activities. HCISD and the Harlingen Boys and Girls Club has had a historical relationship and have collaboratively worked on many projects to benefit the community of Harlingen. Currently the Boys and Girls Club has five sites, three of which are housed on elementary campuses. This long partnership is thriving and is ready to expand and enhance the quality of the afterschool programs at both organizations.

The mutual partnership with the Boys and Girls Club will enhance the afterschool programs by implementing the following which will assist in achieving the stated objectives.

Objective	
Improve academic performance in math, reading, and writing.	Providing the opportunity for students to participate in the TEXAS AIM program at the Boys and Girls Club which is a Sylvan based tutoring program in the areas of math and reading.
Improve academic performance in all subjects through extracurricular activities.	Recruit and support students to participate in sports leagues put on by the Boys and Girls Club through afterschool activities for both middle and elementary schools. Expand and provide transportation for students interested in participating in the Boys and Girls Club Experience Summer Program.
Support family literacy and workforce readiness.	HCISD will provide night classes at the Boys and Girls Club through our parental involvement department. These night classes will be geared towards parents of families participating in the grant and will include topics such as learning the English language, parenting skills, college and career readiness, and interview tips.
Increase school day attendance and decrease discipline referrals	Partner with the Boys and Girls Club to train HCISD teachers in Girl Strong, which is a developmental program for girls, and SMART Moves Drug Abuse Prevention Program to take back to each campus with the intent of decreasing discipline issues. Host teen nights and lock ins for middle school students who consistently attend school and afterschool enrichment activities.

This partnership will assist in sustaining the grant once funds are diminished as it leverages each of our alternative resources to supplement our afterschool programs.

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

County-district number or vendor ID: 031-903

Amendment # (for amendments only):

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

Helping students achieve academic success and ultimately impact performance is paramount in our project. To achieve this, we will provide hands-on, project based learning in math, science, and reading through our programs. Site staff will work with regular day teachers and use student achievement data to make program placement recommendations. Staff will also be given extended training on how to provide inclusion of math, science and reading in all activities and how to align all after school academic and enrichment activities with the TEKS and the regular school day. Students will also be offered academic enrichment courses that make the connection between declarative and applied knowledge. Students will have a dedicated time each day to work on homework and receive assistance from program staff as well as have increased access to technology and library resources through the program. Many of our students come from homes where English is not spoken and parents are unable to help their children with their assignments. Providing homework assistance as well as other academic and enrichment activities gives these students the extra help they need to be successful. Through this hands-on approach to after school learning, students will build positive relationships with adults in the program and therefore, increase their commitment to academic success.

To encourage attendance, we will provide programs that are diverse, and offer students an opportunity to experience cultural and enrichment activities that they have not been exposed to before. Innovative marketing strategies will also be developed to spread the word throughout the community to build interest and promote student participation. Another step in improving program attendance will be maintaining accurate records. Site staff and the Site Coordinators will work together to collect student attendance data and make parent contacts to address attendance concerns. All regular day staff at each center will also be well informed about the program and activities and work toward encouraging student attendance. Finally, recent research shows that the presence of supportive and caring relationships is the single most important factor in positive youth development and can impact student achievement (Adams, 2013). This program will provide many opportunities to create these positive relationships with program staff who are dedicated to improving student success. A component of staff training in the Characterstrong curriculum will focus on just this type of relationship building with students.

To improve behavior, this program will introduce a Characterstrong curriculum at all centers which addresses character development in order to help students cultivate social-emotional skills, their emotional intelligence, and help them develop a stronger identity and purpose in school and the world. Site Coordinators will also work with campus administration to identify students within the program that are having behavioral problems so that counseling by outside providers such as Mujeres Unidas and AVANCE can be provided. Parents play a vital role in determining student behavior. This program aims to encourage parents by offering them parenting and relationship seminars put on by local organizations and the Parental Involvement office within our district. We will also provide opportunities for parents and students to participate in activities together, creating a positive attitude toward education and school.

Strategies to improve advancement include site coordinators and after school staff working with regular day teachers to identify student needs and develop activities and curriculum that will improve their academic skills. Student attendance will also be closely monitored by the site coordinator and parent contacts will be made if attendance or behavior becomes an issue. Counselors and Site Coordinators will work with at risk students to establish goals and then provide ongoing guidance to help students meet these goals. Besides this, all after school activities will be linked to the TEKS and be innovative and hands-on. Students will have additional access to computer labs and the library learning centers attended by program staff before and after school to work on homework assignments or projects for their classes.

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

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County-district number or vendor ID: 031-903	Amendment # (for amendments only):
Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>A decade of research and evaluation studies, as well as large-scale, rigorously conducted syntheses looking across many research and evaluation studies, confirms that children and youth who participate in after school programs can reap a host of positive benefits in a number of interrelated outcome areas—academic, social/emotional, prevention, and health and wellness. (Little, Wimer, and Weiss, 2008, p. 2). This research supports the design of our program which intends to not only provide a safe and structured place for student's afterschool, but to impact their academic performance and well as the holistic child including character development, and wellness.</p> <p>To ensure that we are providing a quality afterschool program the following research based programs and practices will be included in our program. The programs are listed below along with research which attests to the success of each of these activities, partnerships, and programs.</p> <ul style="list-style-type: none"> • <u>TEXAS AIM</u>- This program is run through the Boys and Girls Club and is nationally known to improve academic performance. With certified teachers and through small group learning TX AIM kids who start out behind are able to surpass the statewide testing average for kids from similar backgrounds (Rockman, et al, 2017). • <u>Boys and Girls Club Sports Leagues</u>- The Boys and Girls Club sport leagues and recreation, help develop physical fitness and promote a positive use of time, appreciation for environment, and interpersonal skills (Harris, 2016). • <u>SMART Moves and Girl Strong</u>- Students involved in the Boys and Girls Club Harlingen program have a graduation rate of 90% according to the Boys and Girls Club of America independent evaluation (Private Venture, 2017). The Boys and Girls Club prevention curriculum, SMART Moves and Girl Strong, are nationally sanctioned as evidence based by the U.S. Department of Justice to have decreased the number of referrals and incident reports. • <u>Characterstrong</u>- Characterstrong is an up and coming curriculum that builds on positive youth development and is considered a best practice nationwide. The research analysis from 78 studies conducted from 2000-2015 with a focus on relationship between school or classroom climate, academic achievement and socioeconomic status found the creating a more positive school climate level the playing field for students of lower socioeconomic status (Berkowitz, Moore, Astor, & Benbenishty, 2016). • <u>Project Based Learning</u>- Project Based Learning will be incorporated into afterschool activities to improve academic performance as well as capitalize on student skills in collaboration, critical thinking, creativity, and communication. PBL is a strategy for closing the achievement gap by engaging lower achieving students (Boaler, 2002; Penuel & Means, 2000). • <u>Literacy Libraries</u>- Will be implemented literacy libraries at all elementary campuses. These libraries will be skill building libraries with additional activities based on the skills and stories. Literacy libraries are known for supporting literacy instruction, helping students learn about books, providing a central location for resources, providing opportunities for independent reading and curricular extensions as well as serving as a place to talk about and interact with books (Reutzel & Fawson, 2017). At the middle school level, campuses will have extended library time to utilize the technology, books, and support needed for academic success. Keeping libraries open after hours provides equitable access for all students and improves academic performance (Hinton, 2016). • <u>Special Needs Centers</u>- The district will create two centers one at the middle school and one at the elementary level to also service students with special needs, which include the visual and hearing impaired. This will allow the opportunity for students who are not usually serviced the opportunity to participate in extracurricular activities. 	

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

County-district number or vendor ID: **031-903** Amendment # (for amendments only):

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

The activities that will be offered at each campus will be determined through a detailed needs assessment at each campus served, activities will be developed that are allowable and fall within the four components: academic, enrichment, family and parental support, and college and workforce readiness. The afterschool program will utilize a module based system. Because we are a small city, contractible services with outside agencies are limited so we rely heavily on our campus staff to work in the program. The module system will allow us to rotate activities and teachers to prevent staff burnout. As each campus already provides basic tutoring funded by other sources, this program will provide academic activities that are high interest extended learning opportunities for students in need of academic assistance. In addition, we will utilize our partnership with the Boys and Girls Club to enhance our tutoring program through TEXAS AIM. Students will also have time to work on homework and receive assistance from program staff. The enrichment activities will focus on providing students with opportunities that have otherwise been unavailable to them. These activities will be challenging and hands-on and focused on the math, reading and science TEKS. Examples of these activities include:

Activity(ies)	Anticipated Evidence-Based Improvement
TEXAS AIMS	Increase math, reading, and writing performance over time through Sylvan tutors funded through the program.
Boys and Girls Club SMART Moves and GIRL Strong	Increase confidence and resilience that leads to increased academic performance rates over time.
Extracurricular Activities	Improve academic performance in all areas through extracurricular activities that will promote health/wellness as well as the 4C's (Creativity, Critical Thinking, Collaboration, and Communication)
Character Strong	Increase character development and social/emotional skills to reduce the number of disciplinary issues and build a foundation of positive relationships which will impact overall student success.
Family Literacy Classes/ Parenting	Increase family engagement that leads to increased emotional support, stability, and improves graduation and advancement.
Literacy Libraries/Extended Library Hours	Increase reading and writing performance through a Scholastic research based system to improve academic performance.
Elementary and Secondary Special Need Centers	Increase student success for students with special needs academically as well as through extracurricular activities that they may otherwise not be able to participate in.

Family and parent activities will be geared toward providing parents with information and training and giving families opportunities to work together and see education in a positive light. College and workforce readiness activities will be age appropriate and provide the opportunity for ALL students are aware of post-secondary options. Parent events and nights will be held at both HCISD and our local Boys and Girls Club partner facilities. In addition, classes will be provided for families for English language acquisition, parenting skills, and college and career readiness, and interview tips.

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

County-district number or vendor ID: **031-903** | Amendment # (for amendments only):

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

HCISD will deploy four strategies to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. The centers will run for 3 hours a day 5 days a week for the entire school year beginning September 3, 2018 and ending May 24, 2019. A six-week long summer program will begin June 3, 2019 and go through July, 12 2019. With a 93% Hispanic population, all written information will be disseminated in both English and Spanish languages. The table below provides a brief description of each of those strategies.

Dissemination Strategy	Description
1. Student/Parent Enrollment: Personal Invitation	Targeted high-need students will receive priority enrollment into the program. A list of students at risk of academic failure in one or more core subjects based on previous year’s testing scores and grades as recommended by school counselors and administration. Participants will be invited by way of open house, parent conference, written communication, and/or phone call.
2. Student/Parent Enrollment: Open House	Project staff will utilize beginning of the year open houses and registrations to enlist students and families for the program. Remaining student slots will be on a first come/first serve basis.
3. Program Changes and Success: Media	Both the school district and partnering organization benefit from their positive relationships with media of all kinds. Information about the center including location, goals, objectives, activities etc. will be shared through media such as print, web-based, radio, television and social media avenues.
4. Word of Mouth: Youth and Adults	We have found that nothing works better to recruit more students and parents to programs than simple word of mouth. We anticipate that programming will be engaging and student centered, which will motivate youth to join and attend regularly.

These strategies will be conducted on a yearlong basis with the following goals with the minimum communication outlined below:

- Student/Parent Enrollment Invitations will be conducted at the beginning of the year and follow up invitations will be sent out on a bi-monthly basis for those not participating in the program, but have been identified as in need of services.
- Student/Parent Open Houses will be implemented at the beginning of the fall, spring, and summer sessions.
- Program Changes and Successes will be shared out via print and social media on a monthly basis to promote the program and document outcomes.

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

County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

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

All of our proposed centers are located on the district campus they serve so there will be no transportation to the after school center necessary except for students with special needs who will be bused to respective centers based on age. Buses will be able to accommodate various needs. When students are required to travel to adjunct sites or on field trips, the district will provide buses and qualified staff to transport our students and will follow the same safety protocol used during the regular school day.

Parents will also be made aware if their child is going to be traveling on buses during the after school activity time. At the end of the program each day, the district will provide busing home. Based on our current data analysis and needs assessment approximately 40% of our program students will take advantage of this opportunity. Again, all safety protocols and staffing requirements of the district will be put in place.

To provide you with some insight into safety protocols please see below:

- Upon entering the bus, move to the back and be seated. Students are not permitted to move around on the bus while it is in motion. Be seated and remain seated throughout the trip.
- Students will not be permitted to stand while riding on the bus.
- Students must keep hands and head inside the bus. Do not throw, hand, or dangle anything out the windows on the bus.
- Help keep the bus clean by not throwing things on the floor.
- Rowdiness, loud talking, pushing, shoving, bad language, destruction of property, and general discourtesies toward fellow students or the bus driver will not be tolerated and will result in disciplinary actions. A Bus Disciplinary Referral Transportation Form will be submitted by the driver to the principal to handle misconduct on the bus.
- Where the age span of the students covers several grades, the older children are asked to look after the safety of the younger children.
- The driver will not drop off students at places other than their own regular bus stops on the route or at the school unless proper authorization from the principals.
- In case of emergency, children are to remain in the bus unless otherwise directed by the driver.

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

County-district number or vendor ID: 031-903	Amendment # (for amendments only):
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Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

HCISD plans to recruit volunteers to support activities carried out through the Texas 21st CCLC. Using volunteers is well known for assisting with providing human capital to sustain programming beyond a grants funding cycle. The target population for volunteers is senior citizens.

Seniors citizens have a unique set of skills and knowledge and a lifetime of experience to offer support in so many ways: from mentoring and tutoring younger generations, to providing career guidance, and offering companionship and care. To recruit senior citizens, the Project Director will work with the existing school district and Boys and Girls Clubs volunteer recruitment team. This team capitalizes on RGV's vast number of Winter Texan, nonprofit agencies, and faith-based organization volunteer resources. The RGV's Winter Texan population is a huge group of seniors that travel from all over the United States to enjoy the RGV's warmer climate. Volunteers will be vetted and trained using the school district and Boys and Girls Club's standard volunteer training process. This process includes: the criminal background check, CPR and first aid training, staff development training, and/or mentoring training.

In addition to senior citizens, we will also encourage high school students to volunteer who need service hours or are interested in going into the field of education. Assisting with the afterschool program will provide these students with an authentic experience in working with kids both academically and socially. Students will go through a vetting process, which will consider their grades, discipline, ability to work with students, and teacher recommendations. Interviews will be conducted with each student who meets the criteria to determine the best fit for each center.

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

County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

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

HCISD School Board members have signed a letter of support for the application attached which commits to sustainability for Texas 21st CCLC Cycle 10.

Project continuation will be a focus for our program. Our community has seen a recent increase in gang activity, domestic and border violence the community members are actively looking for ways to prevent this and protect the youngest members of our community. There is a change in perception now that after school care benefits not just the student or the family, but our whole community. Because of this, there is a renewed interest city wide for keeping kids in a safe and structured environment, rather than home alone while parents are at work. We are working with the Harlingen Area Education Foundation to build relationships within the community to increase awareness of the need for this program. Local government has also shown an interest in working with us to insure the continuation of the after school program. An Anti-Gang Task Force has been established in the city and they are actively supporting our program. Through all this support, we hope to raise community awareness and prove a need for financial support from within our business and private donor community.

The key to ensuring that the Texas 21st CCLC will continue after funding from this program ends is to build the skills, mindset, and capacity to enable organizations to collaborate and share resources such as the Boys and Girls Club partnership. Receiving grant funds from TEA's Texas 21st CCLC Cycle 10 grant will lay the groundwork to spark collaboration, fund new ideas, and scale up best practices to achieve real impact. The development of this grant has ignited a fire within leadership and has grown into an ecosystem that is working toward a shared mission. These partnerships will drive the need to understand, build, and sustain connections.

Finally, this grant program is designed to service as many students as possible, without excess administration or consultants that could hinder sustainability in the future.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):
<p>Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>	
<p>Funding from the Texas 21st CCLC grant will be used to supplement and not supplant the existing local, state and federally funded programs. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improve graduation rates. Any program activities required by state law, SBOE rules or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The Fiscal agent, HCISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. In addition, we will be pooling together resources and expertise with our Boys and Girls Club partner in order to maximize efficiency and reach as many high need students and their families as possible. These include funding from the TEXAS AIM program, shared facilities from both entities, and utilizing qualified staff that is already employed with one of the entities. In calculating the in-kind contribution from the Boys and Girls Club as well as other various community contributions that are already in place through Heroes for Harlingen we can secure approximately \$200,000 throughout the grant period. Heroes for Harlingen is program of composed of business's in Harlingen who dedicate their time, talent, and treasure to the students in the district.</p> <p>A good example of how the program plans to supplement existing programs and services is our tutoring program. Each campus currently provides basic STAAR tutoring to all students in need of assistance. These services are provided by OEYP funds or through local funding. This program will work to extend the services offered and provide year round activities that supplement the tutoring already in place. We will offer academic services after scheduled STAAR tutoring, on days when STAAR tutoring does not occur and provide tutoring to students who may not meet the criteria for regular STAAR tutoring or need to go beyond the confines of just preparing for a test. At all centers the enrichment activities will run after the academic activity so that all students can enjoy them. Site Coordinators will work with campus principals to create a smooth and easy transition between all programs and to create accurate data collection so that we are documenting only the students we serve in our program. Our goal is to create a seamless flow of activities between the regular school day and after school, where academic assistance is not seen as just another class but an opportunity to try new things.</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **031-903** 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):	
	Coakley Middle School 1402 South 6 th Street Harlingen, TX 78550		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-903-041				
	Cost per student	\$975.29				
	"Regular" student target (to be served 45 days or more annually):	143	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 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Gutierrez Middle School 3205 W. Wilson Road Harlingen, TX 78552		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-903-044				
	Cost per student	\$975.29				
	"Regular" student target (to be served 45 days or more annually):	166	Parent/legal guardian target (in proportion with student target):	58		
		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):	
	Memorial Middle School 1901 Rio Hondo Road Harlingen, TX 78550		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-903-042				
	Cost per student	\$975.29				
	"Regular" student target (to be served 45 days or more annually):	162	Parent/legal guardian target (in proportion with student target):	57		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 031-903			Amendment # (for amendments only):		
Center 4	Name and physical address of center site:		The campus is (check all that apply):		
	Vela Middle School 801 S. Palm Blvd. Harlingen, TX 78552		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		
	9-digit campus ID number:	031-903-045	Grade levels to be served (check all that apply):		
	Cost per student	\$975.29	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		168	Parent/legal guardian target (in proportion with student target):	
				59	
			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):		
	Vernon Middle School 125 S. 13 th Street Harlingen, TX 78550		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		
	9-digit campus ID number:	031-903-043	Grade levels to be served (check all that apply):		
	Cost per student	\$975.29	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		130	Parent/legal guardian target (in proportion with student target):	
				46	
			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):		
	Bonham Elementary 2400 E. Jefferson Harlingen, TX 78550		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		
	9-digit campus ID number:	031-903-103	Grade levels to be served (check all that apply):		
	Cost per student	\$1,203.85	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		145	Parent/legal guardian target (in proportion with student target):	
				51	
			Feeder school #1	Feeder school #2	Feeder school #3
	Campus name				
9-digit campus ID number					

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Schedule #17—Responses to TEA Program Requirements (cont.)						
County-district number or vendor ID: 031-903			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):	
	Crockett Elementary 1406 W. Jefferson Harlingen, TX 78550		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-903-105				
	Cost per student	\$1,203.85				
	"Regular" student target (to be served 45 days or more annually):	77	Parent/legal guardian target (in proportion with student target):		27	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Lamar Elementary 1100 McLarry Rd. Harlingen, TX 78550		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-903-109				
	Cost per student	\$1,203.85				
	"Regular" student target (to be served 45 days or more annually):	123	Parent/legal guardian target (in proportion with student target):		43	
		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):	
	Long Elementary 2601 N. 7 th Street Harlingen, TX 78550		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-903-120				
	Cost per student	\$1,203.85				
	"Regular" student target (to be served 45 days or more annually):	132	Parent/legal guardian target (in proportion with student target):		46	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 031-903			Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
	Rodriguez Elementary 8402 W. Wilson Road Harlingen, TX 78552		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	031-903-122	Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	Cost per student	\$1,203.85		
	"Regular" student target (to be served 45 days or more annually):	146	Parent/legal guardian target (in proportion with student target):	51
		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: **031-903**

Amendment # (for amendments only):

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

The management of the 21st Century grant will encompass all stakeholders beginning with HCISD Superintendent of Schools. The full time Project Director will be responsible for comprehensive oversight of all centers and ensuring that centers conform to the grant requirements. To be sure that centers are compliant, the project director will make weekly visits, conduct monthly observations, and provide written evaluations for each center. The Project Directors will also be the contact person for communications between central administration and fiscal staff and the project centers. The Project Director will report to the 21st Century Team which includes the Superintendent, Administrator of Organizational Development, Assistant Superintendents of Elementary and Secondary Education, potential center principals, the Director from the Boys and Girls Clubs of Harlingen, as well as other community members including business owners and parents on a monthly basis.

Center operations will consist of full time site coordinators who will be responsible for implementing the projects goals and activities at their center and communicating these goals to grant staff and regular day educators. Centers will be open five days a week for at least 3 hours per day and will also operate at least 6 weeks in the summer. Site coordinators will oversee all campus program activities, campus relations, and ensure all center service delivery plans are in place. Site coordinators will work with the family engagement specialist when advertising and recruiting students who meet the target criteria, which include low-socioeconomic status, parents who work after school hours, and students with special needs. They will also ensure attendance data and any other information necessary for grant reporting is collected daily. Site Coordinators will report to the Project Director on a regular basis and will attend monthly staff meetings to review issues and concerns.

The budget plan is designed to service as many kids as possible with limited funds allocated towards administrative or contracted services. This was intention as we feel these funds should be allocated to provide as many students as possible the opportunity to extend their academic learning and wellness in a safe and structured environment. The budget includes the required Project Director, Site Coordinators for each Center, and one full time Family Engagement Specialist. In addition, monies are largely allocated to extra duty pay for both teachers and paraprofessionals. Funds were also set aside to purchase equipment for the special need students, consumables for activities, and transportation cost. Contracted services are minimal and address training needs as well as services for enrichment activities.

This plan will help meet the program objectives of impacting performance, attendance, discipline, and advancement by ensuring that students have the qualified personal, evidence-based curriculum, and supplies needed to move the needle in these areas. The management plan ensures that outcomes will be met and there is an opportunity for continuous feedback on a regular basis. In addition, the plan ensures the target audience is students of low socioeconomic status, parents who work after school hours, and those with special needs are the first to be recruited to participate in this opportunity at the center level and beyond.

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

County-district number or vendor ID: 031-903	Amendment # (for amendments only):
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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. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Ongoing Monitoring of Continuous Improvement will monitor:

- Student attendance
- Behavior referrals
- Regular School Day Progress Reports / Report Cards
- Benchmarking
- Adult and Sibling participation
- Promotion / Graduation Rates
- Student / Parent Surveys
- Site Visit Observations by Project Director

Site Coordinators will report at monthly staff meetings on all of the above factors at their centers. The Project Director will collect all monitoring data and report twice each term to District Administrative Staff on the effectiveness of the program. The Project Director will also report this information to the advisory council at their meetings and ways to improve effectiveness will be discussed. This ongoing monitoring and evaluation will help evolve the program to best fit the needs of our students and families so that we continue to provide activities that are rigorous and relevant.

Assessment data will be collected on a timely basis from the following sources: Pre-assessment data will include previous year's STAAR test scores, benchmark tests, grades in coursework, attendance rates, retention rates and disciplinary information as reported on the PEIMS Student Disciplinary Action Reports. Post-assessment data will include the current year's STAAR test scores, benchmark tests, grades in coursework, attendance rates and retention rates, disciplinary information as reported on the PEIMS Student Disciplinary Action Reports in order to compare student academic performance and achievement and behavior. Formative and summative data will also be collected throughout the program period. This will include: benchmarks, practice tests, and progress reports will be made available through the various research-based programs utilized at the schools. These instructional materials will diagnose the area(s) in which students need instructional support and will provide that instructional content to them. PEIMS data will also be utilized to collect and analyze the program results. Also, available for data collection, analysis, and tracking of student progress will be student progress reports, report cards, retention rates, discipline reports and attendance rates. Input for teachers through surveys and staff meetings will also be gathered in an attempt to provide ownership and to improve the program. In order to measure the impact of the program on students, the evaluation plan design requires that academic successes and failures be documented. Parent and mentor involvement in activities will be documented using logs and sign in sheets. The effect of their participation on students will be measured for effectiveness. Student and parent participants will be asked to evaluate the program at the end of the grant period. They will be asked to provide information such as: their satisfaction with the program, the relevance of activities, their participation in activities, and their feedback and suggestions for program improvement

Lesson plans, program activities, program strategies, character/citizenship modules, staff performance, parent involvement and communication, efficient use of grant resource and inventories, and student participation will be evaluated monthly by the Project Director to ensure that program objectives are met. Through site visits, observations, and effective communication, the project director and Site Coordinator will ensure program accountability and compliance. The Project Director will make training and resources on after school programming and services available to program staff to ensure high-quality services and effectiveness. This will ensure everyone involved in the program provides feedback and input to be used toward continuous improvement of the program design. An accumulation of this data will facilitate preparation and submission of written activity and progress reports to TEA. The process will help examine the progress of the project, including a determination of the effectiveness of the planning, design, implementation, and evaluation of the project. Our district program will be regularly evaluated through the use of both self-assessment and TEA 21st CLCC Tracking reports that incorporate multiple measures of success and will reflect program goals. We will constantly seek continuous improvement of our program. In addition, we will strive to provide the highest quality instruction, services to program participants, professional development, and involvement through our program.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 031-903			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-903			Amendment number (for amendments only):	
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don’t require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members’ diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 031-903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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County-District Number or Vendor ID: **031-903**

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: **031-903** | Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

County-District Number or Vendor ID: **031-903** Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-903			Amendment number (for amendments only):	
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 031-903		Amendment number (for amendments only):	
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.</p>			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6–Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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