

Texas Education Agency
Standard Application System (SAS)

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:26</div>
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Wichita Falls ISD		243905		
Vendor ID #	ESC Region #	DUNS #		
1756002774	09	094263704		
Mailing address		City	State	ZIP Code
1104 Broad St.		Wichita Falls	TX	76301-
Primary Contact				
First name	M.I.	Last name	Title	
Alefa	C	Paris-Toulon	Director of Federal/State Prog.	
Telephone #	Email address		FAX #	
(940)235-1024, x15025	aparis-toulon@wfsd.net		(940)720-3243	
Secondary Contact				
First name	M.I.	Last name	Title	
Shonna	C	Norton	Coord. of Federal/State Prog.	
Telephone #	Email address		FAX #	
(940)235-1024, x15026	snorton@wfsd.net		(940)720-3243	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Alefa	C	Paris-Toulon	Director Federal & State Prog.
Telephone #	Email address		FAX #
(940)235-1024	aparis-toulon@wfsd.net		(940)720-3243
Signature (blue ink preferred)	Date signed		

Date signed

4/16/18

Only the legally responsible party may sign this application.

701-18-111-058

Schedule #1—General Information	
County-district number or vendor ID: 243905	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

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

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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: 243905

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 243905

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: 243905

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: 243905	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE® logo in all outreach and communication materials and the grantee will comply with Texas ACE® branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 243905 Amendment # (for amendments only):

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

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 243905			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: 243905

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: 243905

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: 243905

Amendment # (for amendments only):

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

The Wichita Falls ISD (WFISD) is applying for Cycle 10 of the 21st Century Community Learning Centers (CLC) Grant in order to better address and meet the needs of our students, parents, and community. With increasing low-socioeconomic and at-risk populations, the WFISD is concerned about identifying and meeting the needs of our students and parents. The WFISD is particularly interested in opportunities that allow students to focus on their future goals and expand their areas of interest. Additionally, the WFISD recognizes the value of engaging families and communities as an integral component of student achievement and success, and the applicant plans to include them in the process by identifying community and parent needs; obtaining support of students and the program; and providing knowledge of the educational process for students.

In order to develop the budget, the applicant first evaluated 6100 costs by determining required and necessary personnel to carry out the grant and identified salaries and benefits necessary for each position. Next, the 6300 costs were determined by evaluating the required technology and supplies for the program offices and positions. The approved prices from new and existing bids/quotes through the District's purchasing process were used in planning these costs. General supplies for parent events, after school activities, and summer activities were also considered in these costs. The applicant then looked at the services that would be needed at each CLC. Total costs for 6200 were determined by looking at general contract costs for similar services, such as transportation, maintenance agreements, and miscellaneous contracted services. Finally, 6400 costs were determined by looking at required events, and other conferences that might provide beneficial information for grant employees. Travel costs were estimated for these. Additionally, student travel costs were included for college visits and educational trips.

The WFISD is comprised of a diverse population of students. The 16-17 TAPR reflects the following demographic breakdown within the District: 42.8% White, 13.9% African American, 35.1% Hispanic, 2.5% Asian, 4.8% American Indian, 4.8% 2 or more races, 0.1% Pacific Islander, 62.7% low-socioeconomic, 54.8% at-risk, and 7.8% EL. The goals for all CLCs will focus on academic enrichment, college and career readiness, and parent engagement, specifically increasing knowledge and access for our at-risk students, underrepresented populations, and their parents.

The District Needs Assessment is designed and evaluated by the District Advisory Committee (DAC), which is comprised of teachers, principals, counselors, district professionals, parents, and community members. Needs are reevaluated and defined each year using data from formative reviews and the changing needs of the community, students, and parents. Formative review data is provided by the person/department in charge of each strategy and provides it to the DAC for review, then they use the Summative Evaluation to determine needs.

Hiring a skilled and qualified Project Director will be imperative to ensure the grant is receiving high-quality management; however, it is the collaboration and oversight of other departments that will truly support proper grant management. The Federal and State Programs Office will oversee the CLC Grant. As such, the Project Director will meet regularly with the Director of Federal Programs to discuss the program and its next steps. All grant fund expenses will be approved by Federal and State Programs, as well, to ensure fiscal responsibility. Additionally, the evaluator's feedback will be integral to on-site evaluation of consistent, high-quality implementation.

The evaluator's reports will be utilized in evaluating the program; however, other sources of data will be included as well. The applicant will look at attendance data for program participants; actual attendance at program events; student's grades, test scores, discipline, and other indicators of student success. The applicant will also survey students throughout the program. Finally, the applicant will evaluate the effectiveness of parent engagement activities through program participation and parent surveys.

Funds received from this grant will be utilized strictly for the personnel, management, and implementation of the grant. Additional local, state, and/or federal fund sources may supplement projects within the CLC grant. The applicant has reviewed and addressed all of the Statutory Requirements for this grant in Schedule 16. Additionally, TEA Requirements in Schedule 17 were addressed. All requested centers meet the required guidelines to serve as a center. Additionally, the applicant has developed budget, management, center operations, and evaluation plans.

Since the goals of the grant align with many of the ISD goals, the applicant is committed to the sustainability of programs that meet those goals. Initial grant funds will provide the applicant with multiple resources to ensure sustainability, as funds will not be required to purchase the initial supplies and technology needed to start a new program. While the management components of the grant may be tweaked upon the expiration of funds, the applicant plans to continue each CLC to operate seamlessly with little to no signs of funding changes.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6--Program Budget Summary					
County-district number or vendor ID: 243905			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	\$696,746	\$30,000	\$726,746
Schedule #8	Professional and Contracted Services (6200)	6200	\$278,000	\$0	\$278,000
Schedule #9	Supplies and Materials (6300)	6300	\$231,049	\$0	\$231,049
Schedule #10	Other Operating Costs (6400)	6400	\$241,440	\$0	\$241,440
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,447,235	\$30,000	\$1,477,235
1.541% indirect costs (see note):			N/A	\$22,765	\$22,765
Grand total of budgeted costs (add all entries in each column):			\$1,447,235	\$52,765	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

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

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

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

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 243905		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		\$55,245
5 Site coordinator (required)	10		\$386,050
6 Family engagement specialist (required)	1		\$47,097
7 Secretary/administrative assistant	1		\$24,531
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist	1		\$23,000
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		\$70,000
25 6121	Support staff extra-duty pay		\$
26 6140	Employee benefits		\$120,823
27	Subtotal substitute, extra-duty, benefits costs		\$170,823
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$726,746

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: 243905		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	Family Engagement Program Services	\$13,000
2	Transportation to provide access to and from center activities and to home	\$160,000
3	Printing	\$12,500
4	Maintenance Agreements	\$16,500
5	Technology Drops	\$1,000
6	Miscellaneous Services for Students (soft-skills training, career prep/exploration)	\$20,000
7	Dual Credit	\$55,000
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$278,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$278,000

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 243905		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:	\$231,049
Grand total:		\$231,049

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 243905		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.	\$5,660
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.	\$204,500
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:		\$210,160
Remaining 6400—Other operating costs that do not require specific approval:		\$31,280
Grand total:		\$241,440

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: 243905			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: 243905			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	Master's Degree; minimum 1 yr. case management experience & TX Teacher Cert/3 yrs. classroom experience preferred; strong interpersonal, communication & organizational skills; experience in data disaggregation and school improvement; knowledge of area community resources; desire to work with at-risk youth; ability to supervise staff		
2.	Site Coordinator(s)	Bachelor's Degree; TX Teacher Cert/3 yrs. classroom experience preferred; strong interpersonal, communication & organizational skills; knowledge of area community resources; desire to work with at-risk youth; ability to plan & organize enrichment activities		
3.	Family Engagement Specialist	Bachelor's Degree; TX Teacher Cert/3 yrs. classroom experience preferred; strong interpersonal, communication & organizational skills; knowledge of area community resources; desire to work with at-risk youth, parents, and community members		
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.	Increase Family Engagement	1. Coordinate services & begin contract process	08/01/2018	09/01/2018
		2. Set a calendar of activities for the year	09/02/2018	09/21/2018
		3. Hold meetings/activities/training events	09/22/2018	06/30/2019
		4. Evaluate/monitor events – adjust as needed	09/22/2018	06/30/2019
		5. Host an end-of-year awards/celebration event	05/01/2019	07/31/2019
2.	Increase Knowledge of College & Career Options	1. Coordinate services & begin contract process	08/01/2018	09/01/2018
		2. Set a calendar of activities for the year	09/02/2018	09/21/2018
		3. Implement relevant activities	09/22/2018	07/31/2019
		4. Evaluate/monitor activities for adjustment	09/22/2018	07/31/2019
		5. Host EOY/Summer College & Career event	05/01/2019	07/31/2019
3.	Increase STEAM Participation & Awareness	1. Coordinate services & begin contract process	08/01/2018	09/01/2018
		2. Set a calendar of activities for the year	09/02/2018	09/21/2018
		3. Implement relevant activities	09/22/2018	07/31/2019
		4. Evaluate/monitor events – adjust as needed	09/22/2018	07/31/2019
		5. Host a STEAM Showcase	05/01/2019	07/31/2019
4.	Provide Academic Enrichment Opportunities	1. Coordinate services & begin contract process	08/01/2018	09/01/2018
		2. Set a calendar of activities for the year	09/02/2018	09/21/2018
		3. Implement relevant activities	09/22/2018	07/31/2019
		4. Evaluate/monitor events – adjust as needed	09/22/2018	07/31/2019
		5. Evaluate STAAR scores to identify academic growth	05/01/2018	07/31/2019
5.	Provide Life Skills & Social Training	1. Coordinate services & begin contract process	08/01/2018	09/01/2018
		2. Set a calendar of activities for the year	09/02/2018	09/21/2018
		3. Implement relevant activities	09/22/2018	07/31/2019
		4. Evaluate/monitor events – adjust as needed	09/22/2018	07/31/2019
		5. Host an Etiquette Dinner/Social Event	05/01/2019	07/31/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 243905	Amendment # (for amendments only):
<p>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.</p>	
<p>In order to identify and evaluate community needs and resources, several sources of data were utilized. First, in order to identify the current community resources available, the applicant accessed the District's Social Worker webpage, which provides a list of resources in the area available to families in need of various services from food and shelter to counseling and mental health. The official city of Wichita Falls webpage also provided a plethora of city services listed on their webpage. Additionally, the applicant identified some community resources based on existing and prior partnerships with various entities. Next, in order to identify community needs, the applicant utilized existing survey data from a community survey conducted in the fall of 2017 by the city of Wichita Falls. The applicant also referenced existing needs identified in the 2018 District Needs Assessment and Improvement Plan, and reviewed the parent surveys from the District's Fall Title 1 Meeting.</p> <p>Several needs were identified during this process, such as increasing the availability of a trained workforce, opening additional access to community events and resources, facilitating more community outreach activities, increasing parental engagement on Title I campuses with high at-risk percentages, improving communication from the ISD to parents and community members, involving local businesses and organizations in educational goals, decision-making, and activities, and expanding our community partnerships.</p> <p>The local community has many resources available, including but not limited to the following: 1) Student Services and Resources – Wichita Falls Boys and Girls Club, Wichita Falls Youth Leadership, STARRY Counseling, DARE Program, Children's Home, Emergency Teen Shelter, Children's Aid Society, Patsy's House, and Phased-In Project; 2) Emergency, Health, and Training Services and Resources – Wichita Falls Health Department, Community Health Care Center; American Red Cross, Faith Mission, Habitat for Humanity, First Step, Inc., Helen Farabee Center, Women's Refuge, Interfaith Ministries, Texas Department of Vocational and Rehabilitation Services local DARS Field Office; Wichita Falls Fire Department, Wichita Falls Police Department, Wichita Falls Housing Authority, and Food Bank; 3) Educational and Employment Services and Resources – Midwestern State University, Vernon College, Region 9 ESC, Work Services Corporation, and Better Business Bureau; 4) Community and Personal Enrichment Services & Resources – Martin Luther King Center, Kemp Center for the Arts, Parks and Recreation Department, YMCA, Wichita Falls Museum and Art Center; and Riverbend Nature Center; 5) Civics Organizations and Local Businesses Providing Services and Resources – Sheppard Air Force Base, Leadership Wichita Falls, Kiwanis Club, Rotary Club, Optimist Club, and Lion's Club.</p> <p>The planned parent activities facilitated by the Family Engagement Specialist will address many of the identified needs. Contracting with local organizations to educate parents in various areas will provide an increase in a trained workforce, open additional access to community events and resources, facilitate community outreach activities, increase parental engagement, involve local businesses and organizations, and expand community partnerships. Events can be offered at varying times based on the needs of working parents and availability of the partner organizations and providing access to many of these events at their local campus will make it easier for working parents, especially those with transportation issues, to participate. Additionally, access to technology will be available at these events, so parents who do not have access at home can participate in learning opportunities and engage in the same technology their students use both in classroom and after school programs.</p> <p>The CLC events planned for students will be designed specifically to increase a trained workforce in both soft skills and job skills for multiple jobs, professions, and careers. Students will be aware of employee expectations related to ethics and job performance. Also, in exploring their interests and building career knowledge, students will be introduced through enrichment activities to local businesses and community organizations that may lead to future internships, volunteer opportunities, and employment.</p> <p>Finally, various steps in the review processes of the program will require parent and community input to help measure benchmarks, identify ineffective activities, and develop new activities, which will increase their involvement in educational goals, decision-making, and activities.</p>	

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

County-district number or vendor ID: 243905

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, 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.

Due to the size of the WFISD, as well as the needs of the students, parents, and community, the LEA is able to maximize services and expenditures without partnering with other entities.

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

County-district number or vendor ID: 243905

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.**

The Community Learning Centers (CLC) at all 10 sites will have three areas of focus driving the program - academic enrichment, college and career readiness, and parent engagement. Building student interest in academics, introducing students to various career options, providing services to assist parents in understanding their students' educational opportunities, and opening opportunities for parents to take part in their own educational and career improvements will have a significant impact on multiple areas for students, schools, and the community.

At the high school level, the CLC will offer opportunities for dual credit, college visits, career exploration, internships, and soft skills training. Middle and elementary schools will offer academic enrichment learning programs, college exploration, soft skills training, and career exploration aligned with course offerings for high school endorsements, with a specific focus on endorsements earned through courses at the newly built WFISD Career Education Center (CEC). The Family Engagement Specialist will coordinate with Site Coordinators at all 10 sites to offer services to parents, such as parenting skills; technology skills; health and wellness; adult literacy; workforce skills; health and financial resources; tips for raising teens; and understanding endorsements. Providing these services will have a natural impact on performance, attendance, discipline referrals, advancement, graduation rates, and career competencies.

Student performance increases as students build interest in subject areas and develop an understanding of how schoolwork relates to their futures. Providing educational, engaging enrichment activities for students and opening up their access to the community will naturally increase their academic performance. Additionally, increased parenting knowledge in these areas improves the support system students have at home and opens communication about educational opportunities and interests.

Attendance rates are directly impacted by student interest in school and after-school activities, as well as parent support. Understanding the impact of absences on missing opportunities for learning and participation in activities will increase attendance. When students are motivated to go to school and parents truly understand the opportunities being provided, then students tend to have fewer absences that are not directly related to illness.

Discipline referrals occur for a number of reasons, but a lack of student interest and a misunderstanding of appropriate social norms is a leading cause for classroom disruptions, insubordination, and other behavioral issues. The planned soft skills training activities will help students develop an understanding of how to interact with others, participate in various group settings, and develop social skills. Providing similar training to parents will provide students with consistency and improve the relationships they have with role models outside of school. Additionally, the interest built by enrichment activities coupled with the development of classroom to life connections will improve student interest in school leading to fewer disciplinary incidents.

Advancement will be addressed in multiple ways. Through the parent engagement opportunities, parents will have the opportunity to build skills, which may improve their opportunities for new jobs or advancements, which will affect students and the community. Enrichment opportunities will allow students to build skills that could allow them to feel comfortable moving into advanced/honors courses where they would experience instruction and coursework with more rigor. Advancement may also be realized in the form of grade-level advancements, early graduation, early career opportunities, and opportunities provided through soft skills improvement.

While the WFISD, tends to experience fairly high graduation rates, the LEA's focus is not to simply prepare students for the day of graduation, but to prepare them for the day after graduation. Graduation rate and career competency goals can be increased through participation in CLCs, as students will have multiple opportunities to develop their interests, connect to career and college opportunities, and begin planning as early as elementary school for the steps toward their goals. Educating parents in the purpose of the programs and endorsements will also increase understanding and support.

The WFISD also has a local focus on community improvement and partnerships. Many parent engagement and student enrichment activities will be provided through contracted services from various community members and programs. The applicant will seek community volunteers for educational and program purposes, and community input will be sought at various stages of the program to determine any changes or improvements that may need to take place. Most importantly, participation in the CLC and parent engagement activities will increase a knowledge of the local community, the services it provides, and the connection to improving student education.

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

County-district number or vendor ID: 243905

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.**

Best practices, including research and evidence-based practices, show that different students learn in a variety of ways; however, hands-on activities, exploration activities, and interest-building activities provide some of the greatest learning opportunities for students, especially at-risk students. The CLC activities will provide students with those types of learning opportunities that will enhance classroom learning and student achievement. An increased focus in Science, Technology, Engineering, Arts, and Mathematics (STEAM), problem-solving, exploration, and research activities in the classroom will be extended to the students' after school activities. Many activities will be provided by someone in a related-industry or volunteers with a specialized interest and training in these areas, which will allow students to not only learn outside of the classroom but from an instructor other than their everyday teacher(s), giving them the opportunity to learn new techniques and develop new relationships that might not be available to them in the classroom.

Additionally, the CLC will provide opportunities to enhance positive youth development. Social skills, soft skills, interpersonal relationships, and mentorships will all be utilized to enhance the students' abilities to be successful in school and life. Bringing in community members to teach etiquette; proper communication in verbal, written, and social media settings, essay writing, facilitate internships, provide positive role models, and educate students on various life skills from health and wellness to financial responsibility will provide students with opportunities to which they might not have access otherwise. Additionally, providing some of the same services to parents will help to improve and practice these skills outside of school and may improve home dynamics and family relationships. Educational trips to local organizations, various college visits, and an out-of town education-focused field trip will also enhance youth development, as many of our students do not get to experience much outside of their local school and neighborhood.

Partnering with local colleges on dual credit, immersion-type programs, and other educational opportunities will improve postsecondary preparation for students. All CLC activities will be designed to improve postsecondary and workforce preparation through building student interest, access, and training that will eventually prepare students for the day after graduation,

Beginning these programs in elementary schools will build interest and introduce students to their opportunities from an early age, which will lead to improved student achievement. Linking activities to courses offered at the CEC will gather interest and understanding into what is offered and help students focus their later course choices in these directions. Additionally, students and parents will be more prepared for the process of choosing endorsements well before they are required to make that choice along with their supporting course requests in the eighth grade. Overall, this program will allow more students will be prepared for the day after graduation.

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

County-district number or vendor ID: 243905	Amendment # (for amendments only):
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Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Dual Credit Courses: Providing access to more students for online and after-school classes will increase both the number of students earning college credit and the number of college credits earned by students. Students earning college credit in high school are more likely to enroll in and successfully complete a postsecondary program.

College Visits: Taking students on college visits will introduce them to various types of colleges, the programs they offer, and the varying college cultures. Providing this access and knowledge to students will increase the likelihood that they will enroll in a college that fits with their personality and builds on their interests, increasing college completion rates. For younger students, this will spawn their knowledge and interest in post-secondary education.

Internships: Facilitating internship opportunities for students will help to build on and hone their career interests, develop their skills, build networking contacts, and improve the trained workforce available to the community.

Academic Enrichment and Learning Programs: These activities will offer students the opportunity to expand on classroom learning, develop interests in various areas of learning, explore multiple methods of learning, and experience learning outside of a primary/secondary classroom environment. Students will have the opportunity to set goals, take ownership of their own learning opportunities, and learn to work in collaborative environments. The overall focus for each activity will be to improve student achievement and success through interest building, making real-world connections, and improving the problem-solving skills of students.

Educational Field Trips: These trips will be designed to build student interest, introduce them to new opportunities, and make connections between education and real-world experiences, all of which have been proven methods to increasing student achievement and success, both in school and life experiences.

Soft Skills Training: Perhaps the most integral component of ensuring overall student success, soft skills training will cover a variety of topics and needs. Learning general etiquette, the importance of time management and punctuality, how to address conflicts in school and the workplace, usage of proper verbal, written, and social media communication, and how to manage personal finances are just some of the skills that will have an impact on student achievement and success.

Family Engagement Activities: These activities will serve a dual purpose, one of which is increased student achievement and overall student success. By increasing the skills and knowledge of parents, they will be able to better provide supports for the student both at school and in the home. Parents will be more involved in student learning at school, and they will learn the skills to improve interactions at home and assist them with the means to improve employment and living situations.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 243905	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.	
<p>Since the applicant plans to operate 10 Community Learning Centers, information will be disseminated through multiple methods. The community has already been notified if the LEA’s intent to apply and eventual access to the official application through the following notice (published in both English and Spanish) to the District’s webpage:</p> <p><i>The WFISD announces its intent to submit an application to the Texas Education Agency for The 2018-2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1 Program. The 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. A community learning center must assist students to meet the challenging state academic standards by providing students with academic enrichment activities and a broad array of other activities programs and activities during non-school hours or periods when school is not in session (such as before and after school or during summer recess). Such centers also must offer families of students served by such center opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. More information about this grant opportunity can be accessed via this link: http://tea4avoswald.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx</i></p> <p><i>The district will file an application with the state by May 1, 2018 on behalf of 10 eligible campuses. Members of the community may review the application after its submission to the Texas Education Agency (TEA) by scheduling an appointment through the information below:</i></p> <p><i>The Director of Federal & State Programs, Alefia C. Paris-Toulon, Email: aparis-toulon@wfisd.net, Phone: 940-235-1024 ext. 15025</i></p> <p>Locations predetermined in the grant application are all existing campuses in the WFISD, and while most community members are familiar with these locations, especially the ones in their own neighborhoods, addresses and maps will be available on the District webpage, published to Facebook, and provided in any publications prior to the start of any activities. These will also be available in both English and Spanish.</p> <p>Specific information about the CLCs will be distributed for two purposes. Prior to the implementation of program activities, various businesses and organizations will be contacted seeking their partnerships in providing contracted services, participating as an adjunct site, and other methods to support the program; explaining the mentoring program; discussing volunteer opportunities; and explaining how the program will benefit both students and the community. A brochure of the program opportunities for businesses and organizations will also be distributed via mail and events, as available. Once activities are planned, contracts are finalized, and a schedule of events is established, the applicant will advertise through multiple methods. Notices will be sent home with students in their home language. The District will utilize its webpage, Facebook page, and Twitter accounts to advertise the programs, and each participating campus will do the same on their own pages and accounts. Meetings will be held to introduce the program and its purpose at various locations, including community centers and churches to reach the largest audience. Each Site Coordinator will also establish a Calendar of Events to publish and share through printed and online communications. All communications will be provided in both English and Spanish, as well as the student’s other home language as necessary.</p>	

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

County-district number or vendor ID: 243905

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.**

With the LEA's high low-socioeconomic status and at-risk populations, many students require transportation to and from school on a daily basis; thus, the applicant's plan includes transportation for students. While parents will be allowed to drop-off and pick-up students, if they desire, a busing plan will be in place for students to attend the after school and summer activities provided through the CLCs. Most after-school events should begin immediately after school when students are already at a center location; however, busing will be provided for program participants who may not attend one of the campuses chosen to serve as a center. Additionally, busing will be provided to any activities at adjunct sites, including transportation home from the event. Both in- and out-of-town trips will also be provided through busing. All busing will be coordinated the LEA's current contracted transportation provider. While many students may not participate in the program, the applicant plans to remove transportation needs as a barrier to participation.

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

County-district number or vendor ID: 243905

Amendment # (for amendments only):

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

Volunteers will be an integral part of the CLCs. While many services will be provided with contracted entities, volunteers to provide instruction and enrichment activities with experience and knowledge in particular fields will be sought. Additionally, volunteers will be asked to serve as mentors for students for positive social and career interactions. Parents will be encouraged to volunteer to help and supervise activities in order to gain a deeper understanding of the activities and concepts.

In compliance with existing WFISD procedures, volunteers will complete an online application that can be accessed through any campus' webpage or the District webpage. Any volunteer, parent, mentor, business leader, or community member interacting with students must complete a background screening through the EZ Volunteer system. Background checks are instantaneous upon completion of the application. Any applicant who is not flagged for review will receive immediate approval notification via email and will show-up as an approved volunteer in the system. In the event an applicant is flagged, a review of the application is conducted utilizing a flow chart developed in conjunction with the Partners in Education, Human Resources, and Risk Management departments to determine whether an applicant is approved. Any offenses leading toward non-approval of an applicant may be reviewed for approval by the Partners In Education District Coordinator, Human Resources Director, and the Associate Superintendent through consideration of the following criteria: volunteer responsibilities, requested interaction with students, circumstances of offense, and references. Approved volunteers will be placed according to their skills, area of interest, and reason for volunteering. Volunteers may serve more than one CLC through a rotation of services.

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

County-district number or vendor ID: 243905	Amendment # (for amendments only):
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Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Sustainability will first be driven by program evaluation. The applicant will identify the most successful components of the program, and determine which elements need to be tweaked or discontinued. Once successful components are set and established, growing and celebrating them will be the next step. Inviting the local media and community to events and celebrations will increase exposure, and thus, lead to more community support. Community support drives donations, sponsors, and volunteers. The Partners in Education Office will be integral in helping to sustain these components of the program.

The local Board of Trustees will be updated regularly on the program, including data to demonstrate its benefits and successes. Board support is crucial in sustainability, especially to gain commitment of local funds to fund certain program areas.

As a supplemental program, Title and State Compensatory Education funds can be used to fund some components of the CLCs. Thus, the overall sustainability plan will include a combination of local, State, and Federal funds, in addition to community support from donations and volunteering.

Initial grant funds will provide the applicant with multiple resources to ensure sustainability, as funds will not be required to purchase the initial supplies and technology needed to start a new program. Offices will be established and furnished to continue functioning once grant resources are no longer available. Additionally, campus site coordinators will have the necessary supplies and technology on their campus to continue their activities. While the management components of the grant may be tweaked upon the expiration of funds, the applicant plans to continue each CLC to operate seamlessly with little to no signs of funding changes.

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

County-district number or vendor ID: 243905

Amendment # (for amendments only):

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

As with many other programs in the WFISD, a coordination of funds and services will be required to ensure the success of the CLCs. The Federal and State Programs office will apply for the grant, ensure the hiring of qualified staff, then oversee the CLC Project Directors management of the grant and its funds. The Family Engagement Specialist will coordinate with the District’s Parent and Family Engagement Coordinator to share ideas, maximize efficiency, remain consistent with documentation, and in some cases coordinate District Parent and Family Engagement funds with the 21st Century Community Learning Centers funding to maximize efficiency and resources.

Since one focus of the CLC will be to integrate the endorsement options offered through the CEC, the Project Director and Site Coordinators will collaborate with the administration and staff of the CEC to offer activities that align with these programs, including the use of teachers to run and/or facilitate these activities. The WFISD CTE Director will be a crucial partner in this collaboration, including usage of the new CEC facility as an Adjunct Facility for some activities.

The Partners in Education (PIE) Director will also coordinate with the Project Director and Family Engagement Specialist to recruit new PIE partners and utilize existing PIE partners for volunteers, activity teachers, and to provide other services, as needed. Additionally, contracted service initiated by the program may lead to the addition of PIE partners for the District and future sustainability.

Targeted students for CLC participation will be at-risk students. As such, the Site Coordinators will coordinate with campus At-Risk Coordinators, Administrators, Teachers, and Counselors to identify students most in need of the services. They can actively recruit these students should they not volunteer to participate initially. Site Coordinators may be able to participate in and provide feedback during campus SST meetings to develop plans for these students, since they will see them in a different context during the summer and outside of the school day.

Many schools already offer after-school enrichment clubs. The CLC will expand on these programs to provide more options and varied activities through the contracted services, field trips, etc. Additionally, the District has a renewed expectation for STEAM activities. Schools are working these into the school day, and the CLC would allow an expansion on these activities. Coordinating with teachers on their year-at-a-glance plans, will help Site Coordinators to plan the best times of year for certain activities.

The District has adopted Capturing Kids Hearts (CKH) as a proactive discipline strategy, and it will soon begin its third year of the roll-out plan. This relationship-building program should be continued at CLCs; thus, Site Coordinators will receive training in the program, so that there is a consistency for the students from school to after-school to summer activities.

For college-readiness and dual credit, the District has College and Career Advisors who provide support and resources to students. The CLC at the high school campuses would be an extension of these services by expanding the dual credit program, taking college visit trips, teaching soft skills, and continuing to encourage students to create post-graduation plans.

Program management offices will be located at the WFISD Administration Building, and CLCs will operate out of existing campuses; therefore, local funds would support this program by taking facility costs, such as building maintenance, cleaning, telephone, internet, electrical, gas, water, security and similar services, off of the burden of the grant funds.

Finally, the District’s contracted food service provider, Chartwells, offers after school and summer feeding programs that would be available to the students participating in the CLCs, ensuring they are receiving nutritional meals outside of school during after school activities and for at least 6-weeks during the summer.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 243905 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):	
	Hirschi High School 3106 Borton Wichita Falls, TX 76306		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	243905001				
	Cost per student	\$580				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	80		
		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):	
	Wichita Falls High School 2149 Avenue H Wichita Falls, TX 76309		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	243905004				
	Cost per student	\$554				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	140		
		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):	
	Barwise Middle School 3807 Kemp Wichita Falls, TX 76308		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	243905046				
	Cost per student	\$429				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	140		
		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: 243905			Amendment # (for amendments only):			
Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Kirby Middle School 1715 Loop 11 Wichita Falls, TX 76306		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" 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:	243905048				
	Cost per student	\$446				
	"Regular" student target (to be served 45 days or more annually):		60	Parent/legal guardian target (in proportion with student target):		80
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Booker T. Washington Elementary 1300 Harding Wichita Falls, TX 76301		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" 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 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:	243905125				
	Cost per student	\$446				
	"Regular" student target (to be served 45 days or more annually):		60	Parent/legal guardian target (in proportion with student target):		80
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Burgess Elementary 3106 Maurine St. Wichita Falls, TX 76306		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" 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 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:	243905105				
	Cost per student	\$446				
	"Regular" student target (to be served 45 days or more annually):		60	Parent/legal guardian target (in proportion with student target):		80
		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: 243905 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 3015 Avenue I Wichita Falls, TX 76309		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	243905107				
	Cost per student	\$429				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	140		
		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):	
	Scotland Park Elementary 1415 N. 5 th Wichita Falls, TX 76306		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	243905128				
	Cost per student	\$458				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):	110		
		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):	
	Southern Hills Elementary 3920 Armory Road Wichita Falls, TX 76302		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	243905129				
	Cost per student	\$458				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):	110		
		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: 243905			Amendment # (for amendments only):			
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Zundy Elementary 1706 Polk Wichita Falls, TX 76309		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50 3% Students At Risk per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input 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:	243905131				
	Cost per student	\$429				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	140		
		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: 243905

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.**

Program management will take place at the district level. The Project Director will oversee all grant-level personnel and budgets for the Family Engagement Specialist, and Project Secretary, who will all be located and operating from the District's Administration Building. The Family Engagement Specialist will coordinate with Site Coordinators, the District Parent and Family Engagement Specialist, and the Project Director on determining needed services for each CLC and will gather data and documentation to provide to the Project Director. This will ensure goals are being met as related to Family Engagement, and the data will also be evaluated to identify a correlation between parent participation in these activities and student program participation goals. The Project Director will report to the Director of Federal and State Programs for periodic data analysis, service reports, etc. and will be expected to seek guidance should any issues arise outside of established benchmark checks.

Center operations will be primarily managed by the Site Coordinator for each center. They will oversee activities, manage communications, coordinate volunteers and contracted service providers, plan student travel, and place orders for supplies or services from their budget. The Project Director will oversee the Site Coordinators operations and each CLC, and all travel and budget requests will go through the District's multi-level approval process to ensure compliance with policies and regulations. Site Coordinators will be expected to provide data and documentation to the Project Director on a pre-established schedule, and review of this data will ensure progress is being made on the project goals, as well as allow the tracking of student service targets.

While the Project Director will be responsible for budget management, renewal applications, and amendments, if necessary, as with most other Federal/State grants, the Federal and State Programs Office will remain in the approval process of budget transfers, requisition approvals, travel approvals, and purchase order approvals in order to guarantee grant compliance, avoid overspending, remain in-line with District policies, and ensure the focus remains on program goals.

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

County-district number or vendor ID: 243905

Amendment # (for amendments only):

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

The evaluation plan for the CLCs will be multi-faceted. First, feedback from the independent evaluator will be sought, as they meet with site coordinators, evaluate activities, and monitor program components. The Project Director will utilize this information, in conjunction with their own internal monitoring, site observations, data reviews, stakeholder surveys, etc. to determine areas of success, areas of failure, and areas that may require some changes to become successful. The Project Director will do the same while working with the Family Engagement Specialist to determine areas of success related to family engagement activities and identify possible areas for expansion.

The Project Director will also meet with the Director of Federal and State Programs for spot-checks on the program activities, budget expenditures, and successes related to student achievement. Data will be collected by Site Coordinators, The Family Engagement Specialist, and the Project Director to ensure these spot-checks are purposeful. Additionally, established program benchmarks will be reviewed in a timely manner to determine whether benchmarks were met or if changes are needed in order to meet future benchmarks. Special consideration will be given to ensuring that at-risk students who need to increase student achievement are participating in and/or recruited to the program. Additionally, student service targets will be evaluated during this process and adjustments made, if needed, to meet the service targets at each CLC.

The DAC and the Board of Trustees will be updated on center-level activities, as well as data from student records and various surveys in order to receive feedback and support from the Advisory Committee and the Board of Trustees.

Any inefficient or ineffective program components, whether through budget, schedule, activity, participation, or student success, will be evaluated by the Project Director, and timely decisions and/or changes will be made to increase efficiency and effectiveness. Input from other areas, such as the Federal and State Programs Office, the DAC, the Board of Trustees, and campus-level staff will be considered and implemented, as necessary.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 243905		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 243905		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input 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: 243905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input 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 type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input 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 type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<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: 243905		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input 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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County-District Number or Vendor ID: 243905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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County-District Number or Vendor ID: 243905		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input 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			
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: 243905		Amendment number (for amendments only):	
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program</u>.</p> <p>Failure to complete this schedule will result in an applicant being disqualified.</p>			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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