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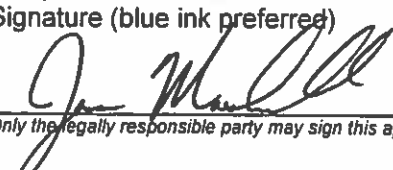
Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #		Amendment #	
Palestine ISD		001-907			
Vendor ID #	ESC Region #			DUNS #	
1756002185	7			95444048	
Mailing address			City	State	ZIP Code
1007 East Park Avenue			Palestine	TX	75801

Primary Contact

First name	M.I.	Last name	Title	
Shanna		Marshall	Project Director	
Telephone #	Email address		FAX #	
(903) 731-8000 ext 1265	Smarshall@palestineschools.org		(877) 766-4983	

Secondary Contact

First name	M.I.	Last name	Title	
Chris		Kiser	Assistant Superintendent	
Telephone #	Email address		FAX #	
(903) 731-8000 ext 1255	ckiser@palestineschools.org		(877) 766-4983	

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: Jason   M.I.: L   Last name: Marshall   Title: Superintendent of Schools

Telephone #: (903) 731-8000   Email address: jmarshall@palestineschools.org   FAX #: (877) 766-4983

Signature (blue ink preferred): _[signature]_   Date signed: 4/30/18

Only the legally responsible party may sign this application.

701-18-111-068

Schedule #1—General Information	
County-district number or vendor ID: 001-907	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

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

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

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 001-907	Amendment # (for amendments only):

Part 1: Required Attachments

No program-related <u>or</u> 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 <u>General and Fiscal Guidelines</u>, 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
☒	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u>.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
☒	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.
☒	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.
☒	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
☒	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 001-907	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 school wide 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: 001-907	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 001-907	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule. • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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

Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 001-907	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	N/A	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: 001-907			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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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 001-907	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

#	Schedule #	Class/ Object Code	**A** Grand Total from Previously Approved Budget	**B** Amount Deleted	**C** Amount Added	**D** New Grand Total
1.	Schedule #7: Payroll	6100	$N/A	$	$	$
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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID: 001-907	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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

Schedule #5—Program Executive Summary	
County-district number or vendor ID: 001-907	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.

Overview: Palestine ISD in partnership with Palestine Public Library, Curious Museum, Anderson County Extension Agency, and Trinity Valley Community College are applying for the Texas 21st Century Community Learning Centers (21st CCLC) grant to: provide academic assistance and strategies for improvement especially in Reading and Science to identified students; provide intentionally planned engaging enrichment activities; give students options for developing college and workforce readiness; cultivate partnerships to sustain important activities; and increase family engagement. The grant will serve an economically disadvantaged group of targeted students and families by providing supports that will encourage growth and provide an avenue to success. Two major goals of the grant are to reverse the large number of students reading below grade level and forging lasting community partnerships in order to sustain important program elements. The mission of Palestine ISD is to foster relationships that excite, engage, and empower our students and community to achieve excellence. That mission matches the goals of the 21st CCLC program explicitly and programs will work seamlessly together for success.

Budget: The budget for the 21st CCLC program was developed by the Community Planning Team (CPT), a collaborative group of stakeholders consisting of PISD administrators, ACE grant staff, teacher leaders, parents, and community members. The team worked to align needs and funds to the four objectives of the program of academic, enrichment, family engagement, and college and workforce readiness. Each center's needs were evaluated individually based on needs assessments, student data, parent and community input and student input. Allocations were set to reflect reasonable and necessary costs to support the goals and objectives of the grant.

Demographics: PISD is comprised of a growing 40% Hispanic students, 28% African American, and 28% White students. 74.9% of our student population is economically disadvantaged. Most of these are from working families in need of support from the school and community. Literacy, reading, and writing scores remain low and require interventions for many at-risk students. This grant directly relates to our community needs and we will provide a safe environment for students to learn and improve their chances of success.

Needs assessment: The CPT designs the needs assessment for the 21st CCLC program and uses the resources in the Texas ACE Blueprint to identify assets and areas of need. The team identifies strategies that meets needs with available resources. Palestine ISD conducts mandatory needs assessments yearly for each campus and the total district.

Management: The Community Planning Team will consist of principals, project director, site coordinators, family engagement specialist, teachers, parents, community members and district administration including the superintendent. This team will meet at least quarterly to plan, allocate resources, develop policies, determine budgets, collect data, evaluate the program, and make changes in the program. At each center, the site coordinator, principal, ACE lead teachers, family engagement specialist and project director will form an Action Arm Team(AAT). Each center AAT will develop action plans, to implement activities/services, schedule time to plan, monitor and adjust implementation. The AAT will conduct cost to impact analyses and make budget recommendations to the CPT to continue what works and eliminate what it not.

Evaluation: The AAT at each center will collect and submit data as required by TEA, the external evaluator, and the CPT. They will conduct research data to determine best practices. The AAT will check progress weekly using campus based assessment tools and TX21st reports and will use the data to aid in decision making in monthly meetings with the project director. Site coordinators meet as a group weekly. Further evaluation will be conducted in coordination with an external evaluator. Progress will be measured through three and six week grade reports, benchmark tests, other campus specific measures, as well as qualitative data from surveys.

Statutory and TEA requirements: The PISD TACE grant meets all of the Statutory and TEA requirements. PISD will: use needs assessments, evaluation, and research to drive program design; partner with community entities sharing goals and objectives; recruit quality volunteers when available; produce and execute a local sustainability plan, achieve the set targeted student and parent numbers at each center; use a stakeholder collaborative management plan; and comply with all state and local evaluation requirements.

Enduring Practices: PISD and its partners are committed to developing the activities, services, and actions in all TACE centers that will bring our diverse community together and equip them with skills, tools, and work ethics to prosper in the 21st Century. The district and our community partners will coordinate funds, use existing technology, space, transportation, and use our collective human resources to make PISD TACE an enduring practice for all members of the community to embrace after grant funds terminate.

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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 #6—Program Budget Summary				
County-district number or vendor ID: 001-907				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	$991,984	$0	$991,984
Schedule #8	Professional and Contracted Services (6200)	6200	$55,000	$15,000	$70,000
Schedule #9	Supplies and Materials (6300)	6300	$110,616	$0	$110,616
Schedule #10	Other Operating Costs (6400)	6400	$56,000	$0	$56,000
Schedule #11	Capital Outlay (6600)	6600	$47,000	$0	$47,000
	Consolidate Administrative Funds			☐ Yes ☒ No	
Total direct costs:			$1,260,600	$15,000	$1,275,600
Percentage% <u>indirect costs</u> (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$1,260,600**	**$15,000**	**$1,275,600**

	Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements		$0	$0	$0

Administrative Cost Calculation	
Enter the total grant amount requested:	$1,275,600
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:	$63,780

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

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

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

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

	**Schedule #7—Payroll Costs (6100)**
	County-district number or vendor ID: 001-907		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			$0
2	Educational aide			$0
3	Tutor			$0
	**Program Management and Administration**
4	Project director (required)	1		$65,000
5	Site coordinator (required)	5		$250,000
6	Family engagement specialist (required)	1		$25,000
7	Secretary/administrative assistant		1	$20,000
8	Data entry clerk			$0
9	Grant accountant/bookkeeper			$0
10	Evaluator/evaluation specialist			$0
	**Auxiliary**
11	Counselor	1		$45,000
12	Social worker			$0
	**Education Service Center (to be completed by ESC only when ESC is the applicant)**
13	ESC specialist/consultant			$0
14	ESC coordinator/manager/supervisor			$0
15	ESC support staff		ʹ	$0
16	ESC other			$0
17	ESC other			$0
18	ESC other			$0
	**Other Employee Positions**
19	Title			$0
20	Title			$0
21	Title			$0
22		Subtotal employee costs:	$405,000
	**Substitute, Extra-Duty Pay, Benefits Costs**
23	6112	Substitute pay		$0
24	6119	Professional staff extra-duty pay		$410,700
25	6121	Support staff extra-duty pay		$70,000
26	6140	Employee benefits		$106,284
27		Subtotal substitute, extra-duty, benefits costs	$586,984
28		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$991,984**

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

	**For TEA Use Only**
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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 001-907		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	$0
	Specify purpose:	
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$0**
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	Independent Evaluator – Evaluation of Texas ACE program through the collection and reporting of student and program data	$15,000
2	Transforming Classroom Practices (TCP) consultant – train and support teachers and instructional leaders on research-based instructional practices including mixed modalities, project-based learning, and innovative strategies.	$20,000
3		
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	**$35,000**
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	**$35,000**
	(Sum of lines a, b, and c) Grand total	**$70,000**

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: 001-907	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:	$110,616
	Grand total:	**$110,616**

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: 001-907	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.	$5,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$0
6413	Stipends for non-employees other than those included in 6419	$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0
Subtotal other operating costs requiring specific approval:		$5,000
Remaining 6400—Other operating costs that do not require specific approval:		$51,000
Grand total:		**$56,000**

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 001-907		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	Leveled library books; Overdrive online library/ e-books for increasing reading and literacy	N/A	N/A	$40,000
66XX—Computing Devices, capitalized				
2	N/A	N/A	$0	$0
3			$	
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	Rosetta Stone	70	$100	$7,000
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment or furniture				
19	N/A	N/A	$0	$0
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	N/A			$0
			Grand total:	**$47,000**

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 #14—Management Plan		

County-district number or vendor ID: 001-907	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	Education: Required: Bachelor's Degree in education or related field (Preferred: Master's Degree); Experience: Three years in education; experience in budget, information management systems, and leadership; Skills: Strong communication, interpersonal, and organizational skills. Preferred: Ability to communicate in native language(s) of participants.
2.	Site Coordinator(s)	Education: Bachelor's Degree in education or related field. (Preferred: Master's Degree); Experience/Skills: experience in education and staff supervision; knowledge of community; builds positive relationships; organized; computer proficient; Preferred: Ability to communicate in native language(s) of participants
3.	Family Engagement Specialist	Education: Bachelor's Degree; Experience: experience working in an educational or family support services setting; Knowledge/Skills: knowledge of the community, strong interpersonal skills; must be adaptable to working flexible hours; Preferred: Ability to communicate in native language of participants.

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 student achievement percentage on state mandated Reading tests by 3% points.	1.	Identify students reading below grade level	08/06/2018	07/05/2019
		2.	Train teachers in proven best practices in Reading	08/06/2018	07/05/2019
		3.	Intentionally plan activities based on student needs	08/06/2018	07/05/2019
		4.	Provide effective, quality small group instruction	08/27/2018	07/05/2019
		5.	Actively recruit, track, and encourage targeted students' ACE attendance.	08/27/2018	07/05/2019
2.	Increase student achievement on state mandated Science tests by 3% points.	1.	Target and recruit students with most need in Science	08/06/2018	07/05/2019
		2.	Train teachers in research-based strategies	08/06/2018	07/05/2019
		3.	Disaggregate relevant data; identify gaps and needs	08/06/2018	07/05/2019
		4.	Plan and implement activities to targeted students	08/27/2019	07/05/2019
		5.	Actively monitor progress and adjust as needed	08/27/2018	07/05/2019
3.	Attendance: Increase school day attendance at each center by 1%.	1.	Target students with most need in attendance	08/06/2018	05/24/2019
		2.	Identify barriers affecting days missed for each child	08/15/2018	05/24/2019
		3.	Survey students for voice in activity development	08/27/2018	05/24/2019
		4.	Gather/Analyze data and plan activities accordingly	09/04/2018	05/24/2019
		5.	Actively monitor and encourage target students	08/15/2018	05/24/2019
4.	Behavior: Decrease conflict-oriented discipline referrals by 5%.	1.	Target students at each campus with repeated conflict-oriented discipline referrals	08/15/2018	07/05/2019
		2.	Use PBIS framework interventions(age appropriate)	08/27/2018	07/05/2019
		3.	Hire ACE counselor – develop/maintain case load	09/01/2018	07/05/2019
		4.	Organize and implement activities based on needs	08/27/2018	07/05/2019
		5.	Regularly monitor and encourage targeted students	08/27/2018	07/05/2019
5.	98% of ACE students have a parent attend at least one ACE family activity	1.	Target ACE students and enroll in the program	08/06/2018	07/05/2019
		2.	Survey ACE families for data on needs and wants	08/27/2018	07/05/2019
		3.	Create family activities based on data gathered	08/27/2018	07/05/2019
		4.	Effectively disseminate parent activity information	08/27/2018	07/05/2019
		5.	Create and maintain a welcoming environment	08/01/2018	07/31/2019

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

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 001-907	Amendment # (for amendments only):

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

Evaluation: The community needs and resources of Palestine, Texas and Palestine ISD were assessed in a variety of methods including forums, data reports, interviews, surveys, and meetings. Two community forums were held by Palestine ISD this spring to gather input on safety, school programs, and the needs of families. Anderson County Extension Agency recently held a Texas Community Futures Forum. The purpose of this event was to hear the voices of constituents in a forum-style discussion and to interact with community leaders, teachers, government officials, and others to help identify needs in our community. Meetings with community entities including City of Palestine, Palestine Public Library, Trinity Valley Community College, and Palestine YMCA focused on community, family, and student needs and resources. These meetings enabled the cross-check of data gathered by each entity and fostered conversations exploring ways to address needs by setting common goals and identifying available resources. Surveys were administered to PISD parents, results were analyzed, and reports were created reflecting each campus as well as the total district. Community data reports for Palestine and Anderson County were examined from various sources including East Texas Food Bank and Feeding America, Palestine WIC, Palestine Resource Center, Workforce Solutions East Texas, University of Texas at Tyler Health Science Center, and CRCG (Community Resource Coordination Groups) of Anderson County. The Palestine ISD Community Planning Team collaborated to disaggregate data findings and propose solutions to address needs. In the PISD school community, needs assessments and related goal setting is a yearly requirement for each campus and the district. These reports were analyzed and considered as well.

Results: Palestine is a dynamic community with a diverse population. 74.9 % of the students served by Palestine ISD are economically disadvantaged despite growth in local industries which include Wal-Mart Distribution Center, Sanderson Farms, five prisons, oilfield, Union Pacific railroad, and agriculture. The vast majority of our population is working families, sometimes at two jobs, and most job opportunities fall in the category of blue collar or the service industry. Lack of access to free activities and programs prohibits many families from participating in educational and enrichment activities. Many of their children are "latch-key" kids who often must provide childcare for siblings, cousins, and neighbors after school. Limited budgets and workdays do not allow for the parent and student to be engaged in extended academic studies, arts, wellness, and culture. PISD is comprised of 40% Hispanic, 28% African-American, and 28% White students. The economically disadvantaged population has continued to steadily increase over the last three years. Lack of food is a concern in many households with reports showing that over one quarter of children in Anderson County is "food insecure". Survey findings indicate that the top three areas in which parents of students need help are: providing academic assistance to their children, finding ways to boost their child's self-esteem, and career/job readiness. In the school community, low reading scores and literacy challenges are top concerns and drive improvement initiatives. In our diverse community, we have resources for academic and career and technology training, art, music, theater, dance, health and wellness, sports, and life skills that are working separately but are often not accessed due to the conditions of poverty, lack of time, or language barriers. Some of these resources are virtually untapped and with an organized plan, can provide more of our children and families with what they need to prosper in the 21st Century.

Program Strategies: The Texas ACE center programs are designed, first and foremost, to meet the academic needs of students, especially economically disadvantaged children and at-risk children who have not developed fluent literacy. Needs assessments and survey data will drive the development of student activities, and will be offered free of charge to families and will be held in a safe, secure environment and providing a nutritional snack. The option of providing a hot meal at the end of programming will be explored. Transportation will be provided to and from the center before and after school and in the summer. Free family events and opportunities for adults will be intentionally planned based on feedback keeping in mind the times and days that work best for targeted parents. In a partnership with the Anderson County Extension Agency and Palestine YMCA, ACE families will have the opportunity to participate in a community garden project and learn farm to table skills. TVCC will offer workforce training classes to students, and possibly TACE parents, free of charge to help address career and job readiness needs. The implementation of 4-H as well as Curious (local STEM museum) projects into the PISD ACE program will open up many opportunities for students to increase self-esteem and enhance school day objectives through a variety of subject areas and projects. The ACE program will collaborate with other community entities to create a seamless plan that will optimize resources, supplement and enhance individual programs, while also meeting common goals and providing students and families with valuable tools.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 001-907	Amendment # (for amendments only):

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

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

Palestine ISD has a planned partnership with four different viable community organizations. Each partnership is based on a documented need and has common goals and objectives to create activities that will benefit each entity. All four partners are located inside the city limits of Palestine which provides quick accessibility.

Curious Museum – The Curious Museum is a local hands-on museum that is based on the world-famous Exploratorium in San Francisco. Curious engages all levels of school children in STEM in a fun, interactive, and educational standards-based format. Need: Palestine ISD students are well below the state average in Science as the most recent TAPR report shows. Only 38% of students met standard on Science state-mandated testing compared to the 58% state average. A partnership between PISD and Curious Museum will provide students after school opportunities that will enhance the objectives taught during the school day specifically those which data shows are in need of improvement. Curious Museum will ensure that PISD Texas ACE(TACE) teachers are on the Curious Educator Council which decides on exhibits, field trips, programming, and all educational initiatives. This will form a seamless tie to school day instruction and the specific goals and objectives of each campus. Curious and PISD have shared goals in promoting STEM learning to achieve student success and to gather data on effective practices. Palestine ISD TACE will be one of few test sites for the Innovation Collaborative in the process of conducting research on effective practices in out-of-school settings. The Curious Museum Executive Director, also the Executive Director of the Collaborative, is an active resident of Palestine, Texas and has a long-term vested interest in its children and families. Recently, Curious relocated to a building on PISD property. Qualified Curious representatives will provide ongoing teacher trainings for TACE teachers on current exhibits and PISD will share costs of supplies and materials. Students and families will be able to access the Curious events at no charge. Approved Palestine ISD students may serve as volunteers at Curious to satisfy their community service requirement. These elements will support sustainability.

Palestine Public Library – Palestine ISD shares several important goals with our public library including literacy for people of all ages including a Summer Reading Initiative, family engagement, college and career readiness, enrichment, and STEM. Need: Many students in the district are in need of assistance in reading and literacy. District STAAR scores indicate that only 35% of all students met standard in Reading and 14% of ELL students met standard. The library has access to free databases for grade level tutorials in core subjects, SAT/ACT prep, military test prep, Prep for GED and career exams, but lacks computer lab space in which to administer the programs. Palestine ISD can house the programs for TACE students and parents in the PISD computer labs and expand those free programs with qualified staff and coordinating activities. Family engagement activities will also be planned together based on needs of the community such as Civics and Citizenship and craft events. The Overdrive online library for PISD will be linked to the Overdrive system at Palestine Public Library providing TACE students and parents access to both. Summer Reading Initiatives to prevent summer learning loss will be coordinated to enhance and broaden the spectrum of each entity. PISD has agreed to donate a school bus to create a Summer Neighborhood Mobile Library, and through a partnership with the public library on this project, many students would be able to participate in summer reading who might not be able to otherwise.

Anderson County Extension Agency(ACEA) – Need: Research completed by this agency revealed that our community has needs in character education, youth and adult agriculture and 4-H awareness, and family education in safety and wellness. TACE parent surveys revealed that one of the top three areas where they would like help is improving their child's self-esteem. 4-H offers a variety of programs proven to have a positive impact on a child's self-esteem. PISD and ACEA have plans to create 4-H clubs at each TACE center. ACEA will provide the curriculum and will train our own teachers to lead the programs effectively. Through the purchase of reasonable and necessary sustainable supplies, teacher trainings and free curriculum, and volunteer hours of ACEA staff as well as PISD students, the likelihood of sustainability is very high. Surveys and data will determine exact activities for each center. A community garden project will address self-esteem, STEM, and health/wellness.

Trinity Valley Community College – A thriving current partnership with TVCC will be expanded in the next grant cycle. TVCC will offer all college credit workforce readiness courses free of charge to Palestine ISD TACE students. Need: Many of our TACE students have a full schedule due to remediation and credit recovery, therefore, these courses will be offered during our after school program. This will allow for completion of a CTE sequences and gaining of certifications.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 001-907	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 over-arching desired outcome of the Palestine ISD Texas Ace Program is for students to graduate ready for college or for a career. In order to get to that point, interim measures are taken and strategies put in place to positively impact student performance on state assessments, increase school day attendance, decrease discipline referrals, attain high promotion and graduation rates, and excel in career competencies. The three hours of out-of-school time activities in the fall and spring terms and four hours of summer activities are designed to produce positive outcomes based on curriculum assessments and individual assessments conducted at the campus that they attend. Identification and recruitment of the right mix of students in need is the first step. Each center will identify students in need through the Response to Intervention (RTI) process. Through this process, all student needs and deficiencies are identified through various assessments including TPRI, Istation, Study Island, DRA, state assessments, teacher observations, grades, and benchmark tests. Not only does the RTI committee identify academic concerns of the students, but it also identifies behavior and at risk concerns as well. The RTI committee meets regularly to review data collected, listen to teacher input, and review progress being made. The site coordinator for each center will be a member of the RTI committee.

Student performance – Activities geared to improve student performance will be intentionally planned based on data reviews of the campus and each Texas ACE student. Students will be identified, recruited, and encouraged to attend regularly. Studies have proven that expanded learning programs can be a significant factor in fostering positive academic and social outcomes when dosage is high (Pierce, Bolt, &Vandell, 2010). Teachers will provide tutoring and remediation on targeted objectives and regularly track student progress. Enrichment opportunities that tie back to the academic need will be sought out to be implemented giving the student mixed modalities in which to comprehend the information.

Attendance – Studies by organizations like Citizens School and Boys and Girls Club have shown that children who participate in after-school programs often have higher attendance during the school day (Education Week). Providing students with activities after school that are important to them, are enjoyable, and/or provide a service not available during the regular school day will promote attendance. Interest surveys will be given to students and results analyzed to find the activities and classes that reflect student voice. In addition, opportunities to make up missed attendance will be offered through the TACE program such as Friday night school or other designated activity.

Discipline Referrals – After a recent review of discipline referrals at each campus in Palestine ISD, it was indicated that nearly a quarter (24%) of all referrals were conflict oriented, such as fighting, being disrespectful, persistently misbehaving, and aggression. An action research project in our primary school ACE program addressing this finding produced positive results. 17 students were targeted for behaviors, low self-esteem, and social difficulties. They began attending a class before school that focused on goal setting while also incorporating physical activity and problem solving games and puzzles. The students journaled and also had one-on-one discussion time with a qualified teacher about their personal goals and progress. Of the 17 students, 11 started out with a Non-Satisfactory "N" in conduct and by the 4th six weeks, all but two students had raised that to "Satisfactory" or Excellent". Only two of the students had an office referral during the 2nd semester. What is more is the fact that five of the students were reading well below grade level at the beginning and are now reading chapter books. Teachers and principals have commented on the remarkable change and also attributed the class to not only behavioral improvement, but also academic improvement. With this in mind, PISD will hire an ACE Counselor to transfer the concept of this research project to all center campuses. He/she will be a certified school counselor and will work with site coordinators and campus administration to build a case load and develop a schedule of targeted strategies for identified students. Mentors and adult advocates may work with the counselor to help students to eliminate barriers and improve self-responsibility.

Advancement/Graduation Rates – According to the most recent TAPR report, only 35% of students district wide met standard in Reading and only 14% of our English Language Learners. The PISD TACE program will target those students who are reading below grade level are failing a core class, or have attendance issues in efforts to provide additional opportunities to promote to the next grade level or graduate high school.

Career Competencies - Palestine High School has made great strides and formed valuable partnerships that provide incredible career opportunities for our students. Unfortunately, there are students who are unable to take advantage of these opportunities or complete a CTE sequence for certification due to scheduling conflicts and remediation classes. ACE programs at PHS will include identified classes to bridge that gap.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Palestine ISD Texas ACE programs will use best practices and proven strategies to positively impact students from beginning to end and will work with stakeholders to stay current on innovative techniques and emerging research in related areas of improvement.

Collaborative, data-driven approach to activity development – From the beginning, the PISD Texas ACE team will form various collaborative groups of stakeholders with common goals and objectives. Activities will be developed and implemented after these groups gather and analyze data on needs assessments, student performance, attendance, and discipline. Curriculums and focused materials will be research based and must be proven as such before the purchase will be made.

"critically examining curriculum and instructional practices relative to students' actual performance on standardized tests and other assessments yields data that help teachers make more accurately informed instructional decisions" (Mertler, 2007; Mertler & Zachel, 2006).

The district's after school literacy program will be modeled after the balanced literacy approach. The after school program will be an extension of the literacy work being implemented throughout the instructional day. The district has added the Fountas and Pinnell literacy system for use in ELA classrooms. This system is a cohesive, multi-text approach to literacy instruction. Research shows when educators target individual student weaknesses in reading and provide specific interventions, students are less likely to fall behind. When students are working at grade level they build self-confidence and experience a higher level of satisfaction within the educational system. By using a consistent literacy approach, the district will accomplish its goal to have each graduating senior prepared for postsecondary education or workforce readiness.

Reduce student to teacher ratio – The staff to student ratio will be reduced in the out-of-school time programs when compared to regular school day classes. An average ratio of 1:12 will be maintained in TACE classes. Some classes may be smaller when they are in need of a more targeted assistance. The Institute of Education Sciences performed numerous experiments and found that class size does indeed affect student performance, and students from poor or minority backgrounds are said to show twice the gains as the average student. With our diverse demographics and 74.9% economically disadvantaged population, this Tier 2 strategy of reducing the class size should positively impact student success.

Use mixed modalities of instruction and highly qualified personnel units- Texas ACE classes at Palestine ISD will use different types of instruction to teach specified objectives or skills. Students are unique and learning styles vary from child to child so mixed modalities of learning will be implemented to aptly reach all students. Enrichment in the afterschool program will complement and enhance the school day curriculum. Objectives from the regular school day will be presented in engaging, interactive, and/or hands-on ways. A seamless link to the regular school day lies in the fact that most ACE teachers are also PISD teachers and most often teaching on the same campus center where they work during the school day. Teachers will be trained in mixed modalities. This provides the ACE realm with a plethora of campus knowledge and data useful in decision making and planning.

Provide a safe, secure environment- All PISD centers will provide a safe, secure environment for students and teachers alike. When students feel comfortable in their surroundings, they are able to focus better and ultimately learn more. According to Scientific Learning "…learning environment can have great effects on the emotional responses and can serve to either support or impair the learning process." (Walker, 2011). Procedures will be developed and maintained at all centers to ensure safety of students including building safety checklists, effective sign-in/sign-out procedures, student and teacher identification, attendance rosters, and bus/dismissal procedures.

Family engagement to promote student success- "Parent participation is the leading predictor that supports students' academic success, regardless of race, socioeconomic status, ethnicity, or cultural background." (Mapp, Harvard Graduate School of Education). Family engagement will continue to be a focus among the PISD ACE community. Each of the five centers will hold a minimum of two parent events per month. These activities will be specifically designed to meet the needs of parents on each respective campus In addition, one district/community wide family event will be held every other month and will focus on building parent-child connections. Parents are encouraged to volunteer in the ACE program as well.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 001-907	Amendment # (for amendments only):

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

PISD Texas ACE activities are designed to meet campus needs assessment goals, specifically to address the low Reading, Writing, and Science scores across the district. All TACE Centers will provide programming for at least 15 hours a week for 37 weeks which includes a six week summer program.

Hour One: Academic- The first hour of TACE will be one hour before the beginning of the regular school day. This first hour will be focused on literacy skills and strategies as well as other academic needs. Most of the morning hour students arrive on early buses and are provided an opportunity to start the day off on the right foot with helpful and/or enjoyable activities that also meet goals and objectives.

Northside Primary and Southside Elementary – guided reading with leveled books, direct teaching of literacy and learning strategies, one-on-one reading with teacher, sight words, computer lab for math and reading practice, assessing early math and reading difficulties, reading, writing, and math interventions, Accelerated Reader, themed reading, writing and reading journals, homework assistance, self-assessment and behavior interventions.

Story Intermediate and Palestine Jr.High – guided reading with leveled books, intervention for math, science, social studies, and writing, homework assistance, reading and writing informational texts.

Palestine High School – homework assistance, interventions in math, science, social studies, and ELA reading and writing, CTE project completion labs

Hour Two and Three: Academic and Enrichment- The second and third hours of TACE will be the two hours immediately following the end of the regular school day. The focus of these hours will depend on the documented need of the student as well as student voice and choice. Academic tutorials, help with homework, and academic enrichment that tie directly to school day objectives will be implemented. College and Career opportunities will be made available at the high school and possibly the junior high. Activities with partners such as the community garden project, Curious activities, and 4-H classes will be scheduled as necessary to achieve program goals. Math and Science labs including the social sciences have been designed to use Wildcat Acres, the school farm and natural learning space. Additional activities include virtual labs, traditional labs, and fine arts activities. Students may at times use both hours in independent research and projects originating in the TACE center or in the regular school day. Repeatedly working on and regularly perfecting a project is how people become talented in an area, improve school citizenship, and behavior (Quazi Repetitive Cycles: How People Learn, John Bransford).

Northside Primary and Southside Elementary – STEM labs, hands-on Science projects with literacy strategies built in, art, music, digital tools and technology, reading tutorials, Problem-solving – OSMOs, puzzles), physical fitness, Newsela; collaborative publishing, digital storytelling, Seeds of Science/Roots of Literature, iPads and educational apps, reader's theater, intro to Robotics, Clover Kids 4-H, homework help

Story Intermediate and Palestine Jr. High - STEM labs, Robotics, collaborative researching and writing, drama, music, digital storytelling, recreational fitness, computer literacy and presentation software, educational iPad apps, Education Galaxy, targeted academic assistance, Osmos, NearPod for virtual field trips, Guided Reading and Guided Math, college/career awareness, 4-H, clubs, Curious, homework help

Palestine High School- Academic assistance and tutoring in all subjects, applied math, science, social studies, fine arts, music, literature, fitness and nutrition, drone engineering and racing, College or CTE certifications, planning career pathways, community service, ACT/SAT Prep, driver's education, maker spaces, PLATO, homework help,

Summer – Summer activities will prepare students for STAAR and EOC retest. In addition, students will participate in enrichment activities that will address their identified deficiency in engaging and interactive activities. Direct instruction will also be implemented in the areas of deficiency using digital sets of tools and engaging relevant content. Students will choose additional enrichment activities and develop their talents in music, fine arts, technology, STEM, nutrition and wellness, and physical recreation. Summer activities will concentrate on instruction and enrichment activities that prepare students for the next grade.

Family Engagement - Greeting each family member with a smile, sincere greeting, and scheduling regular family activities will develop trust and build relationships with the families, which will help improve academic achievement (Joyce Epstein, John Hopkins University). Activities will be based on data and requested topics; including Adult English classes, GED prep, certifications, parent university, arts and crafts, and parent/child connections.

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

Palestine ISD and each of its five Texas ACE (TACE) centers will disseminate information directly to the community in a variety ways. Two types of dissemination goals will be set: 1) dissemination for action and 2) dissemination for awareness. A research study published by Research Utilization Support and Help (RUSH) in January of 2001 states that "information users will more effectively implement change if they, themselves, understand the process and flow of activities that will be involved". Therefore, each school will gather data and produce a document to share with stakeholders the results of parent and student surveys and needs assessments that show the needs of the families, the academic needs of the students, and the opportunities provided by the Texas ACE Center that coordinate with those needs.

Information dissemination for action will be aimed at those individuals and groups who are directly associated with project goals and are in a position to influence and bring about change. (Harmsworth; Turpin, Creating an Effective Dissemination Strategy, 2000). This group will include targeted parents, students, teachers, grant staff, Community Planning Team (CPT), community partners, PISD administration and school board members. Information about center ACE programs, locations, times, and activities will be organized within each site and distributed through flyers, brochures, campus webpages, meetings, emails, presentations at orientations, and in the student registration packets and backpacks/Monday folders of targeted students. All literature will be provided in both English and Spanish, and the ACE branding will be used on all communication and informational materials. Efforts will be made by the site coordinator, principal, or designee to contact all families of targeted students who do not respond in a timely manner, including one-to-one phone calls, to make sure they understand the opportunities offered by the Texas ACE center. ACE program details will be regularly added to the Wildcat Weekly-district newsletter, as well as posted on the PISD social media Facebook page. The district website will have a visible link for TACE and will add events to the district calendar. Each center has an ACE parent information table that is easily accessible and will house relevant program information and updates. An identified barrier is that of the often ineffective delivery of information to parents of junior high and high school-aged students. In lower grades, take home folders and backpack checks provide a more reliable means of getting information to parents. With more independence and responsibility being appropriately placed on older students, it is more common for messages and information to not get to some of those parents. A solution was proposed by members of the CPT to use text messaging and/or other digital or online message systems such as the Remind App with fidelity.

Information dissemination for awareness will be aimed at those people who do not require a detailed knowledge of the programs, but it would be helpful for them to be aware of project activities and overall outcomes (Harmsworth,Turpin; 2000). This group includes members of the city and community who are not already partners, local civic clubs such as Rotary, Kiwanis, and Harvey Womens' Club, the local newspaper and radio station, and faith-based groups and churches. These individuals and groups could pass along general program information to others as well as possibly become potential partners. In addition to the school-based communications, information will be available (including flyers) at Palestine Public Library and the Curious Center, which are our TACE partners, and other businesses that traditionally support the activities of the district. The Superintendent, board members, other district administrators, and participating partners will promote the program through their memberships and speaking engagements at local civic clubs and in interviews with the media. The district will advertise and seek program volunteers and other program personnel who speak Spanish, know the community, and can directly reach out to our Hispanic parents, which is our fastest growing population and who has a large population of students who could benefit from attending the TACE centers.

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

Palestine ISD will provide transportation daily to each of its five Texas ACE centers before and after school and in the summer during the six weeks of programming. There is a definite need within our school community for district busing as most of our parents are working each day, sometimes at two jobs, and rely on the services of the school. Many of our parents do not have the means to transport their children to and from school and are lacking reliable vehicles and/or a driver's license and insurance. PISD does not have neighborhood school campuses, and the majority of our students live in areas of potential hazard, meaning that there are no sidewalks to walk to their campuses and/or near railroad tracks. All five campuses named as centers in this grant application are on major streets or highways which poses another potential safety concern. Effective transportation procedures are imperative to student safety. In addition, PISD serves students not only inside the city limits, but also many students outside of the city limits have a need for transportation. Five different routes travel at least 25 miles outside of the city limits in five different directions.

The PISD transportation department has an updated handbook that includes rules and procedures for drivers and monitors which must be signed as an agreement to comply. According to a survey of the PISD Cycle 8 ACE program, an average of 76% of PISD ACE students ride the bus home from afternoon programming - the lowest percentage being at the high school at just below 50%. All other campuses reported over 75% of ACE students using district transportation and two of those reported 90% of students.

All ACE students who choose to ride the bus to and from the Texas ACE program will be allowed to do so and will be provided bus transportation. A designated transportation dispatch in the PISD maintenance and operations department will be available during the afterschool program student delivery times and will remain so until all ACE buses are back from their routes and all students have been delivered safely home. Each site coordinator will have the direct line phone number to the dispatch person to communicate any changes, needs, or concerns with daily student transport. Bus monitors may be placed on bus routes where needed such as helping in delivering our youngest students from the primary school. Each center will review its campus level procedures in its Action Arm team meetings and will make any necessary adjustments in order to ensure students are on the right bus and are safely delivered home. These procedures will vary from site to site and will be age appropriate.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Quality volunteers in the Palestine Texas ACE (TACE) program can directly impact sustainability. Many people are willing to help in programs, but do not always know where or how to get started. According to the International Society of Sustainability Professionals, "it is important to effectively manage the volunteer program – promoting volunteer opportunities, matching interested members with available opportunities, and celebrating the contributions of the volunteers." Site coordinators and the family engagement specialist will create a volunteer notebook or digital folder to hold all relative information concerning volunteers on their respective campuses using the example on MyTexasAce.org as a template reference. Efforts will be made to match upcoming activities or needs in the program to people who may be willing to help. Qualifications of helpers in the area of need are optimal, but training can be provided if the cost to time analysis is reasonable and necessary to achieving program goals. PISD TACE will utilize the hard working people in our families and community as role models for students, promote the dignity of work, and collectively use their experiences to help develop character, social skills, leadership, discipline, and talents.

In many schools, the volunteers are likely parents or guardians who help with their child's activities, classroom, or organization. While the PISD TACE programs welcome the parent volunteers, many of our parents in Palestine are most often working during after school hours. Site coordinators, the family engagement specialist, and the project director will look further into the community or in other directions for volunteers. They will use strong interpersonal skills and good relationships with program partners and community members to bring about conversations on program activities, goals, and needs and will encourage qualified volunteers.

Palestine ISD Superintendent and school board members have shown direct support for our Texas ACE programs while also helping students. In October, the PISD board of trustees passed a policy which makes it mandatory for all high school students to complete 20 hours of community service in order to graduate. It has been established that high school students will be allowed to satisfy those hours by volunteering in the TACE programs within the district. They may also receive hours for volunteering at the Curious Center, one of our grant community partners, during TACE student classes and parent events. In conjunction with the Anderson County Extension Agency, another grant partner, a community garden project will be designed and high school students may log community service hours there as well. Students will be screened and interviewed for these volunteer positions.

A screening process for all volunteers is mandatory. Interested parties will submit a request and must then pass a criminal history background check before being allowed to work in the TACE program. Requests can be submitted to the campus site coordinator, family engagement specialist, or project director. These requests will be transferred to the Palestine ISD Office of Human Resources for verification. The human resources department will make results aware to the project director and to the necessary site coordinator.

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

Palestine ISD Sustainability Plan- The district plan for sustaining grants is modeled after suggestions and resources provided by The Finance Project, Texas ACE training, and the Texas Center for District and School Support (TCDSS). The timeline of sustainability begins at the start of the grant cycle in year one. The Community Planning Team (CPT) will plan with the end in mind by developing a shared vision and strategies to achieve the desired results. A sustainability logic model will be created which will organize key components of sustainability. Resources will be identified and implementation details categorized for review and adjustment. The logic model is a work in progress throughout the project. The CPT will collaborate and work together with stakeholders on the four recommended steps of sustainability (MyTexasAce): Determine Action, Conduct Gap Analysis, Form Strategy, Execute the Plan.

Each center will collect implementation data using a "list of questions to consider" in determining the level of implementation of the focused areas of the 21st CCLC grant. Prioritized areas that have, in fact, been determined to have been effectively implemented will go through a cost to impact analysis. Activities and/or components that have high cost and low impact will not be continued, and the available funds will be committed to lower cost and high impact activities. After identifying high impact areas, the Community Planning Team and Campus Action Arm Teams will develop an action plan to "prioritize future work". When approved by the superintendent and school board, funds will be allocated for supporting enduring activities that have a high impact on the goals of the grant and campuses and district. Community resources will be cross-referenced with the needs of programs hoping to be sustained, and efforts will be made to integrate the two.

Palestine ISD is concluding the final year of the Cycle 8 21st CCLC grant. Through extensive planning efforts and cultivating key partnerships with community organizations, we will be able to continue at least one successful program or activity at each center including an elementary science lab, broadcast journalism club at our junior high, junior robotics at our intermediate school, and several CTE and dual credit opportunities at our high school. Centers identified a need through student data reports and surveys, researched best practices and innovative and engaging ways to meet the need, purchased sustainable supplies, and recruited local support. Ongoing data was analyzed which showed high activity impact and plans were brought to fruition to continue the activity. In family engagement, Our Family Fishing Day has become a complete community engagement. This year's annual fishing event was a collaboration with 19 community organizations or businesses that donated, volunteered, or participated in some way with over 300 family members attending. It will be continued yearly and plans are being made to add a fall trout fishing day as well. The logic model and steps to sustain have proven results within our district; however, the current sustained events cannot reach the scope of the needs of our many students and families who continue to rely on the school district for support. After school care and assistance plus the need for daily academic help and enrichment for a large percentage of our children remains a constant in our community. Without the after school program, too many PISD students will go home to an empty house or worse, with little to eat, and lacking the academic and social/emotional support that they need to reach their full potential.

The school board and administration at Palestine ISD have verified their support for our Texas ACE program by documenting a plan to help sustain the next grant cycle with an adjustment to the school day length and/or teacher schedules to encompass a possible additional 45 minute academic enrichment period for students. New partnerships forged in this grant application work together with shared vision and focus on an innovative lasting ways to meet student needs and continued partnerships will be supplemented for additional growth and opportunity to flourish after grant funds are no longer available. The following additional strategies and resources will be used to sustain the grant: 1.) Building capacity to sustain training from within- Part of the success of PISD's TACE program relies on building capacity and developing good teachers and aides within; therefore, professional development will be a resource that ties directly to sustainability. 2.) Supplies and materials purchased in the previous grant cycle can be seamlessly carried over into the cycle 10 program and new materials to be purchased will be sought out to have the ability to last and to be used for an extended period of time. PISD TACE is dedicated to the maintenance, upkeep, and available updating of the Cycle 8 TACE technology devices and software. Additional apps and e-books will be added based on academic need as well as student voice. This continues to allow TACE students 24/7 access to a wealth of high quality, low cost educational resources.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Palestine ISD receives federal funding from Title I A, Title I School Improvement, Title II A, Title III A, Title IV A 1, Title V B SP2, IDEA-B and Carl Perkins. These funding sources, while serving as an invaluable asset to student learning, provide resources that are generally utilized during the course of the normal school day. However, when these resources are able to help in meeting the goals and objectives of the Texas ACE program, they are often shared. 95% of Palestine ISD TACE teachers are also the regular school day teachers so the materials purchased through other funding streams are readily accessible.   These shared teachers also receive trainings paid for with other local, state, or federal funds and that knowledge and skill is used in the TACE program as well. Campus meetings are held regularly that include the site coordinators, to analyze programs, resources, gaps, and ways to extend learning opportunities. Purchasing decisions are made in efforts to achieve the maximum impact on student success by expanding and enhancing the regular school day. Some examples of programs that are shared and resources have been combined include Mentoring Minds and Newsela. The 21st CCLC grant funds are used to supplement the school day programs and materials to provide students with opportunities that they would not get during regular school time. Purchases made with 21st CCLC funds only supplement and never supplant existing services or supplies.   PISD will utilize the 21st Century grant funds to supplement district programs by developing and implementing intensive academic and enrichment programs outside of the normal school day. Cost sharing opportunities will be also be explored. A successful cost share for student iPads in the Cycle 8 grant has proven to have a positive impact and will be able to aid in sustainability. 21st CCLC funds are used for a targeted group of students for services before and after school. Local/district funds will pay for any additional student tutorials. In addition, a leveraging funds chart from the Texas ACE Blueprint will be completed at the beginning of the grant cycle to identify other possible funding sources in the public community. This chart will be adjusted as necessary will provide ongoing review of funding streams.

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Schedule #17—Responses to TEA Program Requirements

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

Center 1

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):			
Palestine High School **1600 South Loop 256** **Palestine, TX 75801**		☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6		☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12	
9-digit campus ID number:	001-907-001					
Cost per student	$1000					

"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):	150

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	N/A		
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):			
Palestine Junior High School **233 Ben Milam Road** **Palestine, TX 75801**		☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6		☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12	
9-digit campus ID number:	001-907-041					
Cost per student	$1000					

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

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	N/A		
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):			
A.M. Story Intermediate School **5300 North Loop 256** **Palestine, TX 75801**		☒ 40% or higher economically disadvantaged ☒ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6		☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12	
9-digit campus ID number:	001-907-110					
Cost per student	$1000					

"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):	150

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

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County-district number or vendor ID: 001-907	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):	
Southside Elementary School 201 East Gillespie Palestine, TX 75801	☒ 40% or higher economically disadvantaged ☒ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

9-digit campus ID number:	001-907-107
Cost per student	$1000

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

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	N/A		
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):	
Northside Primary School 2509 Highway 155 Palestine, TX 75801	☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

9-digit campus ID number:	001-907-101
Cost per student	$1000

"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):	150

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	N/A		
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):	
N/A	☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

9-digit campus ID number:	
Cost per student	$

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

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

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

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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):	
N/A	☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:			
Cost per student	$		

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

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

Center 8

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

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

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

Center 9

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

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

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

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☐ 2017-2018 Focus School
☐ 2017-2018 Priority School
☐ >50.3% Students 'At Risk' per 2016-2017 TAPR</td><td>☐ Pre-K
☐ K-2
☐ 3-4
☐ 5-6</td><td>☐ 7-8
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☐ 12</td></tr>
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<tr><td>9-digit campus ID number:</td><td></td></tr>
<tr><td>Cost per student:</td><td>$</td></tr>
<tr><td colspan="2">"Regular" student/target (to be served 45 days or more annually):</td><td></td><td colspan="2">Parent/legal guardian target (in proportion with student target):</td><td></td></tr>
<tr><td colspan="2"></td><td colspan="2">Feeder school #1</td><td>Feeder school #2</td><td>Feeder school #3</td></tr>
<tr><td colspan="2">Campus name:</td><td colspan="2"></td><td></td><td></td></tr>
</table>

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 001-907	Amendment # (for amendments only):

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

The Palestine ISD 21st Century program management will be rooted in practices and ideals that value stakeholder input and foster a total community buy-in. Center and total project plans will be based on documented needs, surveys and relative feedback, and evidence –based interventions and strategies to address that data. Each center will have an Action Arm team(AAT) made up of campus administration, site coordinator(SC), teacher leaders and/or front-line grant staff, family engagement specialist(FES), ACE counselor, and the project director(PD). These AATs will meet monthly to review the center program, disaggregate campus level data, monitor and adjust implementation based on such data, and develop action plans to implement activities/services to meet program goals. Members of AATs from each campus (Principal, SC) will join the district administrators, district-level special programs directors, PD, FES, teachers, parents, and a variety of community members to form the Community Planning Team(CPT). This team will meet quarterly to plan, allocate resources, develop policies, review budgets, collect data, evaluate the program, and propose adjustments or changes where necessary. Palestine ISD has proven success in program management of the 21st Century grant at the state level based on the previous cycle 8 Key Task Assessment (KTA) overall results of "Exceeds".

Center programs will take place on five Palestine ISD campuses which include: Palestine High School (grades 9-12), Palestine Junior High School (grades 7-8), A.M. Story Intermediate School (grades 4-6), Southside Elementary School(grades 2-3), and Northside Primary School (grades K-1). Each center will serve the targeted students at the campus on which they attend during the regular school day. Each of these campuses provides a safe, secure, equipped learning environment where families are welcome. Budgets are set according to project plans and goals reflecting district needs assessment data. Budgets will supplement and not supplant existing programs and activities. ACE staffing will consist mainly of PISD teachers and paraprofessionals. This allows a seamless tie to the school day curriculum and needs of students. Intentional training and professional development for these teachers will provide an element of sustainability after grant funds terminate. Other staffing opportunities such as volunteers and in-kind services from qualified persons will be implemented when possible. This will also point to sustainability efforts. Adjunct sites may host special activities or projects that cannot be accommodated on the original center campus include: Palestine Public Library for improved literacy, summer reading initiatives, and family activities; Curious Museum for STEM enrichment and project-based learning and family activities; Palestine YMCA; Trinity Valley Community College, Wildcat Acres – PISD working farm, and Palestine ISD Golf Course. The PISD business office will maintain fiscal controls and accounting for 21st CCLC funds. The project director will actively manage the 21st Century budget and will assign center budgets to respective campuses. Site coordinators will manage center budgets for supplies and payroll. Purchase requisitions will be reviewed and signed by the site coordinator, campus principal, project director, and assistant superintendent to confirm expenditures meet program requirements. Budget projections will be completed at the beginning of each term and budget reviews will be completed at the end of each term. The project director will regularly meet with business office personnel to ensure balance and will receive monthly budget reports.

All TACE centers will provide program activities 15 hours per week (3 hours a day x 5 days a week) for 37 weeks. Each day Monday through Friday, all center programs will run one hour before school and two hours after school. Fall term and Spring term total 31 weeks of programming while summer adds another 6 weeks at the conclusion of the school year. Summer programming will be four hours a day for four days a week equaling 16 hours per week. Busing is budgeted to accommodate the high need of district transportation of targeted students and families.

Family engagement is important in the success of a child; therefore, each center will host a minimum of two parent activities per month per campus. These activities will be based on need or participant voice and choice and may be part of a parent university or provide quality interaction between parent and child. In addition, one district-wide family engagement activity will be planned once every 2 months. These district events will be in conjunction with community organizations and/or established partners and will be identified as serving a need, providing a service, or fostering positive family interaction. Budgets will be reasonable and necessary to achieve program goals and objectives.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The PISD Texas ACE program will be evaluated at both the local and state levels and will comply with all evaluation requirements set by TEA. Data collection requirements, as well as any other activities or deliverables required by TEA, will be completed and submitted in a timely manner to meet set deadlines. Quality local evaluation is important in the continuous improvement of the program and can be a catalyst toward sustainability. Palestine ISD is committed to developing processes and using effective tools in conducting its own ongoing monitoring of progress towards stated milestones, program goals, and outcomes. PISD ACE will participate in TEA's Local Evaluation Support Initiative to refine our local monitoring approach in efforts to reach top program quality.

An **independent external evaluator** with experience in 21st CCLC programs will be hired to conduct ongoing and meaningful research in the total grantee Texas ACE project at Palestine ISD and will provide reflective feedback to impact program improvement. This evaluator will conduct site visits, data reviews, and interviews with a variety of grant staff, students, and stakeholders throughout the grant year. Reports of findings will be published as scheduled intermittently within the grant year, and will be shared with grant staff, Campus Action Arm Teams (AAT) and Community Planning Team (CPT) who will use them to help make data-driven decisions about the program. The CPT is made up of Palestine ISD administrators, PISD special programs directors, 21st CCLC Project Director, Site Coordinators, and Family Engagement Specialist, teacher leaders from each campus, parent volunteers, and community representatives. The CPT meets at least quarterly. AATs are comprised of the following: site coordinator, campus principal, project director, family engagement specialist, and ACE teacher leaders. The AATs will meet a minimum of once per month and will regularly evaluate campus student data, including grades, school day attendance, and behavior referrals, to guide decisions.

Ongoing formative assessments will be organized to ensure the needs of students and families are being met. Measurable goals will be set at each center that coordinate with the overall objectives of the grant. Each goal and the major strategies and corresponding activities will be evaluated by campus AATs along with data in-district data collection tools. These tools include gathering quantitative data from: attendance/tardy, and discipline data from PEIMS; three and six week grade reports along with quarterly benchmark testing results; and, state/national academic systems such as TPRI, DRA, ITBS, and STAAR. Other program data will be gathered from TX21st data system.

Logic models will be created by a collaborative group for each center as well as for the total grantee project. These logic models will identify resources and create a map of program design leading to desired outputs. They can reveal gaps or deficiencies in programming by charting activities in a way that groups them into the four core components of academic, enrichment, family engagement, and college/career. Formative observations will be conducted by the project director of site coordinators and center programs with feedback to be given for program improvement. Site coordinators will conduct observations of front-line staff regularly and give constructive feedback. Research-based observation tools, such as SACERS, Dimensions of Success (DoS), and Youth PQA, will be investigated and chosen based on which will most effectively monitor each of our ACE programs. Training will be provided for site coordinators in observation for proficiency. An initial self-reflection tool will be completed by site coordinators, teachers, family engagement specialist, and project director to set personal goals and establish a clear vision of expectations. According to the American Institutes of Research, the self-reflection system should include opportunities for ongoing training and collaboration among those with shared goals. PISD will use the data gathered by the self-reflections and provide the necessary professional development and materials to reach those goals. Surveys will be administered to students and parents at the beginning of each term to gather information on needs and interests. A follow-up satisfaction survey will be administered at the end of each term to impact decisions on changes.

Summative evaluations will be completed for grant staff by their immediate grant supervisors and the corresponding campus administration. Summative conferences at the end of the grant year will be held to discuss evaluations and to review data that will help identify personnel performance and also program impact. A final self-reflection piece will be completed and discussed in the summative conferences to identify needs and to celebrate successes. Summative conferences will be conducted at the end of the grant year.

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	Schedule #18—Equitable Access and Participation			
County-District Number or Vendor ID: 001-907		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 001-907	Amendment number (for amendments only):

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

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

Questions

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

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

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

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

Assurances

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

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