

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

<b>2018-2019 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1</b>		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	<b>Write NOGA ID</b>
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	<small>Place date stamp here.</small>
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;"> <p>RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 PM 2:13 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</p> </div>
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

**Part 1: Applicant Information**

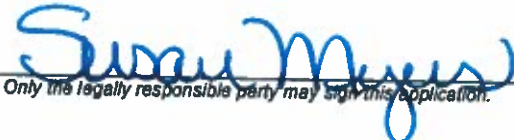
<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>	
Texas City Independent School District		084-906		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		
1746002392		074194945		
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
1700 Ninth Avenue North		Texas City	TX	77590
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Ann		Anderson	Director of Instructional Programs – Elementary	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
409-916-0102	AAnderson@tcisd.org		409-942-2655	
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Julie		Southworth	Director of Instructional Programs – Secondary	
<b>Telephone</b>	<b>Email address</b>		<b>FAX #</b>	
409-916-0102	JSouthworth@tcisd.org		409-942-2655	

**Part 2: Certification and Incorporation**

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

**Authorized Official:**

First name	M.I.	Last name	Title
Susan		Meyers	Deputy Superintendent
Telephone #	Email address		FAX #
409-916-0100	Smeyers@tcisd.org		409-942-2655
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

701-18-111-085

**Schedule #1—General Information**

County-district number or vendor ID: 084-906 Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

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

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

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**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: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person:
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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

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

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

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
X	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
X	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: 084-906

Amendment # (for amendments only):

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

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

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

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	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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By TEA staff person:

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

County-district number or vendor ID: 084-906	Amendment # (for amendments only):
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**Part 3: Program-Specific Provisions and Assurances**

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 084-906

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.

Texas City ISD is applying for the 21<sup>st</sup> CCLC grant due to the prevalence of high-poverty, educationally deprived students and families in the La Marque, Texas community, who were directly impacted by Hurricane Harvey, and who need the expanded learning time to address their academic, behavior, attendance, and family engagement needs, consistent with the Texas ACE Prime Blueprint. The research shows that afterschool programs have the capacity to facilitate improvements in these areas. The proposed before and after school program will be implemented at four centers in La Marque schools, and will be in operation for 35 weeks; starting in September, 25 weeks during the regular school year and 6 weeks in the summer. The program will serve 790 students in grades K-12. Texas City ISD, is a Title I school district, that serves approximately 45,000 residents over 19.3 miles. Due to the annexation of La Marque ISD, the schools are located in the City of Texas City and the City of La Marque, Texas in Galveston County. The unemployment rate, where the centers will be located is 6.2% relative to comparable cities, such as Galveston County, which is only 4.8% (Bureau of Labor Statistics, 2017). The median household income is \$40,972 for La Marque compared to \$63,064 for Galveston (U.S. Census Bureau, 2016). Educational attainment data reflects that only 10% of the population has some high school or graduated from high school for ages 25 and up (U.S. Census, 2016). There is a higher percentage of students with intellectual disabilities, at risk, and English language learners in the La Marque community compared to the Texas City community. The STAAR passing rates at all levels and subgroups are far below the state expectancy in reading, math, science, and social studies. To improve student academic achievement in these areas and overall success, the afterschool program will provide academic support in content areas. A quality STEM education, research-based program and project/problem-based instruction will be the major vehicle of instructional delivery, with STAAR/EOC TEKS embedded in the curriculum to support student engagement and attendance during the regular school day and afterschool program. Family and Parental support will be offered by a Family Engagement Specialist to help parents support their children at home. Planned partnerships with organizations, including the Texas City Parks and Recreation, Soaring with Eagles, Bailey Military Institute, University of Texas Medical Branch, DePelchin Center, and Texas A&M AgriLife Extension, will facilitate attainment of Texas ACE goals and objectives. How was the budget developed? The budget was developed in collaboration with 21<sup>st</sup> Century partners, ACE Committee and district and campus administrators. Program goals and objectives led to the program design, which outlined proposed program activities; thus identifying, required resources. How the demographics of TCISD related to the defined goals and purposes of the grant? 2016-2017 TAPR was used to drive program goals and purpose, and to target grades K-12 at-risk and/or educationally disadvantaged students, in total alignment with the grant. Who designed the needs assessment process? To evaluate community needs and resources, a committee was surveyed, including key community members, teachers, district administrators, families, and local officials, to design an afterschool program that targeted the diversity of La Marque Primary, Elementary, Middle, and High schools, which are between 81% and 85% economically disadvantaged (TAPR, 2016-2017), predominately minority students (African American (60%-68%) and Hispanic (19%-23%), White (10% to 13%), and others. The management plan- who will fill certain roles, as that may change, how will you ensure that the program received consistent, high-quality management? High quality management will be a standard with the La Marque ACE program. The day-to-day operation will be conducted by the Project Director and Site Coordinators. The ACE Advisory Committee will advise on the Texas ACE requirements and provide feedback on the effectiveness of the program. Management will use key milestones and objectives of the district/campus improvement plans to ensure that the ACE Program receives high-quality management. The methods that will evaluate the program – Ongoing monitoring and data collection will be accomplished through timely documentation and maintenance of records, observations, interviews, surveys, data analysis from report cards, progress reports, formative and summative assessments and evaluation reports. Data will be compared with goals and objectives and results will show areas of growth and/or concern. How the application completely and accurately answers all statutory requirements – All Statutory Requirements have been accurately and completely addressed in this application How the application completely and accurately answers all TEA requirements – All TEA Requirements have been accurately and completely addressed in this application. Describe your ongoing commitment to the goals of this grant program: Sustainability

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By TEA staff person:

will be demonstrated through the district's continuous support for the program. Professional development and teacher training will also be an investment toward improved teaching strategies long after funding ceases.

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 084-906			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	\$712,000	\$45,000	\$757,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$480,000	\$12,000	\$492,000
Schedule #9	Supplies and Materials (6300)	6300	\$110,000	\$	\$110,000
Schedule #10	Other Operating Costs (6400)	6400	\$31,000	\$	\$31,000
Schedule #11	Capital Outlay (6600)	6600		\$	
	Consolidate Administrative Funds			<input type="checkbox"/> Yes, <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,333,000	\$57,000	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	<b>\$1,390,000</b>
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,390,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$695,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

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

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

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

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<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 084-0906			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher	35		\$165,000
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$84,000
5	Site coordinator (required)	4		\$250,000
6	Family engagement specialist (required)	1		\$55,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper	1		\$45,000
10	Evaluator/evaluation specialist			
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$599,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		30,000
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		30,000
26	6140	Employee benefits		98,000
27	Subtotal substitute, extra-duty, benefits costs			\$158,000
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$757,000</b>

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

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 084-906		Amendment # (for amendments only):
<b>NOTE:</b> 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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional Development for Teachers	\$5,000
2	TCISD Transportation Services -This service will allow students to be transported to and from the centers to attend afterschool and summer programs and participate in educational field trips.	\$80,000
3	Soaring with Eagles -This service will provide recreational activities, including basketball, karate, culinary arts, health fitness	\$200,000
4	Bailey Military Institute – Aviation instruction. Teaching and learning activities in the aviation program will be conducted with flight simulators and drones.	\$45,000
5	Youth Alternative Media Organization-This service will engage students in fine arts, music media, guitars, voice, broadcasting, and public speaking to build career readiness skills.	\$40,000
6	University of Texas Medical Branch -Students will have hands on experience in STEM camps that will increase knowledge in biotechnology, engineering, problem solving math. Instructors will be UTMB scientist.	\$30,000
7	Sports for Learning- This service will allow students the opportunity to participate in a soccer program and receive instruction from college/university athletic players; improve health and fitness. The program includes STEM related activities.	\$15,000
8	Evaluator/evaluation specialist	\$12,000
9	Developing Minds- This service will provide chess instruction	\$10,000
10	Texas A & M Agrilife Extension – offers research-based youth development, family and community health programs	\$5,000
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$442,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$50,000</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$492,000</b>

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 084-906		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$110,000
<b>Grand total:</b>		<b>\$110,000</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 084-906		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.	\$3,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$3,000
Remaining 6400—Other operating costs that do not require specific approval:		\$25,000
<b>Grand total:</b>		<b>\$31,000</b>

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

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

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**Schedule #14—Management Plan**

County-district number or vendor ID: 084-906

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	Preferred Education/Certification. Master's degree preferred in education administration or a related field. Minimum of Bachelor's degree required. Must have strong communication skills, organizational skills, and interpersonal skills. Experience in current or previous 21 <sup>st</sup> CCLC programs or grants management a plus.
2.	Site Coordinator(s)	Preferred Education/ Certification. Minimum of Bachelor's degree required in education, administration, or a related field. Previous 21 <sup>st</sup> CCLC program experience a plus.
3.	Family Engagement Specialist	Preferred Education/Certification. Must hold degree in Social Work, Human Services, or related field. Must have strong communication skills, organizational skills, and interpersonal skills. Experience in current or previous 21 <sup>st</sup> CCLC program a plus.

**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.	Need to Meet or Exceed state averages on state exam	1. Academic support sessions begin	08/20/18	05/30/18
		2. Parents Academic support classes conducted	08/20/18	09/20/18
		3. Various Academic enrichment programs offered	08/20/18	07/31/19
		4. Will review district wide test scores	08/01/18	07/31/19
		5. Students will take state exam.	04/01/19	06/01/19
2.	Improve Attendance	1. Set up ACE group in PEIMS	09/03/18	10/01/18
		2. Monitor attendance through HERO and Skyward daily attendance data	08/01/18	07/31/19
		3. Parent phone calls, documentation & home visits	09/03/18	05/30/19
		4. Coordinate with Attendance Review Committee	09/03/18	05/30/19
		5. Provide incentive and celebration events	10/01/18	05/30/18
3.	Improve Behavior	1. Set clear guidelines and expectations	08/01/18	09/01/18
		2. Identify students, recommend needed services	08/01/18	07/31/19
		3. Build relationships and keep students on track	08/01/18	07/31/19
		4. Ensure all academics needs are being met	08/20/18	07/31/19
		5. Provide incentive and celebration events	10/01/18	07/31/19
4.	Improve College and Workforce Readiness	1. Conduct career screenings and target interest	08/20/18	12/20/18
		2. Coordinate instruction, mentorships & other resources	08/01/18	10/30/18
		3. Students research; College and Workforce options	09/03/18	07/31/19
		4. FASFA assistance	01/05/19	07/31/19
		5. Conduct or access job fairs	09/03/18	07/31/19
5.	Improve Physical and Social Development	1. Survey – Student Choice and Student Voice; Parent interest and needs	08/01/18	07/31/19
		2. Implement parent student engagement activities	08/20/18	07/31/19
		3. Partner with counselor, nurse & community organizations to work with special populations	08/01/18	05/30/19
		4. Character building workshops and activities	08/21/18	07/31/19
		5. Health focus, workshops and speakers	08/20/18	07/31/19

**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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<b>Schedule #16—Responses to Statutory Requirements</b>	
County-district number or vendor ID: 084-906	Amendment # (for amendments only):
<p><b>Statutory Requirement 1:</b> 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. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b></p> <p>Through a comprehensive needs assessment definite needs were identified in the areas of student achievement, gaps in services, and limited access of out-of-school time services that would benefit students, families, and the community. There are many new and urgent community needs due to Hurricane Harvey. The major impact on TCISD is the severity of the damage that resulted in the closure of three out four schools located in the city of La Marque, Texas. Due to the closures, temporary portable school buildings will replace the three schools. There has been further impact of Hurricane Harvey which heightened community needs. Many families continue to be displaced, highly mobile, or homeless based on McKinney Vento guidelines. Research shows homelessness and displacement, even temporarily, can have a lingering or lasting effect on academic performance. The proposed ACE program can provide the opportunity to be a source of stability, support and a way to resume routine and academic progress. Extended learning and instructional time is necessary to address any gaps or emotional issues that may affect behavior and regular attendance. There are additional areas of needs for parents who are doubled-up, displaced, or unemployed due to the disaster. Overall, the detailed assessment of community needs was based on reported disaster case management data from the Coordinated Assistance Network created by the American Red Cross, census data that showed the increase of grandparents rearing grandchildren in the La Marque community, and the non-existence of recreational facilities for children, youth, and adults. There is many students and families who, by offering evening meals, qualify for free and reduced lunch. The proposed ACE program will strive to improve access to healthy food in the communities by offering free evening meals during the afterschool program at each center. Community needs and resources were assessed in the fall of 2017 and the spring of 2018 by surveying students, parents, teachers, and administrative staff in the La Marque Primary School as well as the La Marque Elementary, Middle, and High schools. Needs and resources were also assessed by interviewing members of the Texas City Board of Trustees as well as local and regional community and employment development organizations, including the College of the Mainland, the Boy Scouts of America, the La Marque United Way, the Texas Workforce Commission, and local officials. Approximately 180 students, 88 parents, 22 teachers and administrative staff, along with 23 partners in the community responded to the surveys and interviews. Strategies related to programs and services needed to help students meet state and national academic standards, the demands of the future workforce, and how to help parents support their children were garnered from participants. Students, overwhelmingly, indicated the need for additional assistance toward improving their course grades in reading, ELA, science, writing, and math. Students noted that tutoring and academic support assistance in the afterschool program had been beneficial in these areas in the current ACE program. Students expressed interest in social activities, field trips, college and career-related activities, along with health and fitness activities, aviation, drone-related careers, agriculture with a specialized focus on horse science, fine arts, and technology to develop and practice new skills and to help them get along better with others. Parents noted their need and interest in GED classes to assist their children at home, and more family events, which will allow them to support their children in the school environment. Students' and parents' interests and needs were aligned to feedback from school district staff and local community and employment development organizations, who expressed the need to build students' STEM-related skills, communication skills, and to enhance students' character and abilities to work well with others on the job. The majority of teachers acknowledged that the current ACE program had a positive influence on students' behavior, school attendance, and academic performance, and the collaboration with ACE staff helped to strengthen regular instruction for students. Teachers noted the need for more training in family and student engagement and recruitment, considering that they were pleased with how the ACE program had benefited students and parents by offering innovative programs, and had created additional opportunities to engage students and their parents in education. The majority of respondents stated that other students would benefit from the afterschool program. The proposed ACE program will address needs and interest identified in the needs assessment. Some key resources available in the community include the Texas Workforce Commission for employment/training opportunities, the College of the Mainland for GED and ESL classes, the Boy Scouts of America for character-building, and the City of La Marque Library for book clubs and educational resources to improve literacy. The afterschool program will be a service for parents who are working, training for jobs, or in school, considering that many of these resources are available during the evening and the ACE program will provide a safe environment for their children</p>	

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

County-district number or vendor ID 0840906

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

Objectives of the proposed ACE program related to academic, attendance, behavioral, college/workforce readiness, and the physical/social needs of targeted participants identified in the needs assessment were considered when planning a partnership. Further, the surrounding community and the program's setting and physical environment were integral in the decision-making process for a partnership. The partnership will expand the learning opportunities for students and families outside of the confining walls of the school. The planned partnership with the City of Texas City Parks and Recreation Center will be an asset to the ACE program because it is located in close proximity to the La Marque schools and neighborhoods where students and families reside. This public organization is representative of a significant population of the community and provides educational and related services currently to students and their families in the targeted population. Students and families are familiar with the organization and have been known to frequently use services there. The partnership will help to expand program offerings of the La Marque ACE. Community resources offered at the partnership will help meet the needs of children and their families, and function as an adjunct site to the ACE program. The partnership will offer additional services and programs, such as GED and English as a Second Language classes. The service provider for the classes will be the College of the Mainland. The additional extended services will be located in the Carver Park facility in La Marque, Texas. There will be afterschool and summer projects that benefit the education, health, social, cultural, and recreation needs of students and families. The proposed ACE program will expand the number of students who currently frequent the facility to engage in sporting activities, such as soccer, volleyball, and basketball. Students will be offered academic support, enrichment activities, and free evening meals. A special agricultural environment, Gardening with Grandparents, is planned at the site under the direction of AgriLife master gardeners. A family engagement room will be offered through the partnership where families can conveniently meet to receive services and information regarding their child's educational progress and develop intervention plans for improvement or advancement. Health-related activities, including healthy meal preparation classes, yoga, and exercise will be offered to parents through the partnership facilities. Parents will have access to a computer lab to develop their computer skills and seek employment opportunities. Students will use the computer lab for academic support.

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

County-district number or vendor ID:084-906

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.**

**Performance-** The La Marque ACE program can have an impact on standardized test performance by improving scores and solidifying all academics by providing a double-dose of academic support to students. The extended learning time will prepare students for STAAR End-of-Course exams, SAT, and ACT tests. The program will promote active learning and offer support to specific populations that are most at risk of falling behind in content areas, including mathematics and reading. All teachers will be trained on how to effectively use Project-Based Learning (PBL) instructional strategies and STEM curriculum through professional development and training. Additional strategies, such as computer-aided instruction, the creation of academic educational plans for all students, and small-group tutoring, will also impact student performance in academic areas. There will be regularly-scheduled assessments to monitor students' academic performance. Parent workshops will be held to empower them to assist students outside of school. Curriculum Instructional Specialists will work with afterschool teachers to ensure instruction is at the level required for students to learn and successfully pass STAAR/EOC exams and are promoted to the next grade, meet graduation requirements, and are prepared for college and the workforce.

**Attendance-** The ACE program will help reduce the drop-out rate and truancy issues that students may encounter. The hours after school between 3:00 p.m. and 6:00 p.m. may increase the likelihood of juvenile crime, sexual activity, and other risky behaviors, such as drug use. The concept of students having a voice and a choice in how the program is planned and implemented provides a sense of belonging. The ACE program will provide engaging interest and needs-based instructional, enrichment, and character-building activities that are linked to traditional core curriculum. Students' attendance will be monitor for traditional school and ACE programs. Enrichment activities and STEM-focused academic instructional strategies will spark interest and motivate students to participate. ACE will conduct monthly celebrations for ACE participants that show improvement in academics, behavior, attendance, and enrichment performances.

**Discipline Referrals-** The program plans to lower disciplinary referrals by engaging with students and families to form supportive intervention strategies. Regular school day may be faced with reactive modifications; whereas, the afterschool program can focus on proactive strategies through redirection and intervention. Students will learn how to manage problems through the development of appropriate social skills. The ACE program staff will work with support staff at the schools to implement the HERO system at all four centers. HERO is a proven, evidenced-based program for improving academic, behavior, and character. HERO helps individuals achieve excellence by meeting their needs, challenges, and goals. HERO focuses on the root of behaviors, eliminating the need for separate programs with varying purposes. HERO simultaneously increases positive behaviors and decreases negative behaviors. Celebrations with students and families will be conducted for positive behavior.

**Advancement-** Retention rates will be decreased through the strong intentional focus on improving academic performance of students. Students' academic performance will be monitored through their academic educational plans (AEP), and interventions will be implemented in a timely manner to avoid retention and improve promotion.

**High school graduation rates-** The District's Cohort Completion Committee will work with the ACE Committee and staff to track students' performance and ensure students that leave the district are coded correctly in PEIMS, and that interventions are implemented to remove obstacles that may hinder student performance or reduce their motivation to continue in school. Strategies and practices will be put in place that focus on College and Career Readiness to promote students' desire to graduate and/or pursuer a career. It is the intention of the ACE program to use a STEM curriculum to help students graduate and to meet this goal and objectives of the ACE program.

**Career competencies-** The ACE program will provide a sense of awareness and exposure through learning opportunities by connecting students to colleges, careers, mentors, and staff working with students and families. Work-based learning opportunities will be completed with employers for caring adults. This active learning and academic enrichment can make students more likely to go to school, explore different careers, set goals and prepare for their futures.

**College preparation-** The ACE program will help students define their goals and interests, understand college cost, finances, and academic consequences, while guiding them through the FAFSA process

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

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

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

The program will use evidence-based practices to engage students and their families in academic, attendance, behavioral, college/workforce readiness, and physical/social activities to improve outcomes in these areas. This includes continuously identifying and focusing on the needs of targeted students and families, engaging stakeholders, and implementing on-going process improvement efforts based on feedback from participants, school staff, and the community. The program will utilize resources, including the Texas ACE Blueprint, the U.S. Department of Education's Institute of Education Sciences What Works Clearinghouse, The Promising Practices Network, and Social Programs That Work, that allow educators to find programs, interventions, and activities found to have a positive impact on students' academic, social, behavioral development, and postsecondary and workforce readiness. These resources are noted for publishing research on at-risk, economically-disadvantaged students, students with disabilities, and English language learners, who face additional challenges at school, at home, and in the community. The Texas Education Agency has contracted with a national research organization who are experts in locating information on best practices for afterschool programs. This organization will be used to provide technical support to the proposed ACE program on best practices. Continuous feedback will be gathered using surveys and interviews from students, parents, and teachers along with course grades, state assessment data, attendance, and disciplinary action reports, to determine how effective these strategies are toward improving outcomes among targeted students and families, and specific subgroups of the population, including students at risk for dropping out of school, with disabilities, and with limited English.

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

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

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

The La Marque Ace program will integrate content, such as reading, math, college preparation, technology, and the arts into a program that will enhance children and youth’s learning and build on the regular school day. The following activities were selected as appropriate for TCISD and the La Marque community schools based on feedback gathered through the need assessment, test data, and school reports. Some activities will appeal to young children, elementary, middle, and high-school students and some activities will appeal to all students, regardless of age or grade level. Some selected activities will be introduced at the primary level and bridge forward to advanced levels in high school. Specific activities will be offered daily, while other activities will be geared toward students’ special needs or at a targeted scheduled time. The balance and quality of programming is expected to respond to children and youth’s basic needs and enhance their academic and social abilities by providing genuine results for students. All extended academic opportunities and support systems are intentionally designed to correspond with the regular school day. In these programs, academic assistance will be focused on developing reading, mathematics, and writing skills, with a secondary emphasis on science learning. There will also be a variety of enrichment and instructional practices with real-world experiences designed to engage students in fun and interesting ways.

**Academic Support-** The afterschool curriculum will be aligned with the regular school day and state standards.

- Math
- Reading
- Science
- Writing

**STEM-** Activities will develop problem-solving, critical thinking, and analysis skills.

- Aviation (e.g., introduce STEM, aviation careers/opportunities; instruction on flight simulators with Bailey Military Institute)
- Drone careers
- Robotics
- Science-related projects

**Career Technology Education (CTE)-** Activities will develop job training skills, increase employability, higher education.

- Photography
- Sewing and fashion design
- Horse science and Farrier training for horseshoeing through a partnership with Texas A&M AgriLife and the Mounted Police Department
- Radio broadcasting and Multi-media productions
- Sign language

**Health and Fitness-** Activities will improve mental health and well-being, promote social mad emotional development.

- Gardening and Horticulture (e.g., community gardening with grandparent’s program)
- Sports and Recreation (e.g., yoga, volleyball, basketball, karate, soccer)
- Culinary Arts

**Technology-** Activities will incorporate interactive learning, customized systems based on learning needs

- Coding
- Computer skills
- Website design
- 3-D Printing

**Other Activities**

- Arts and Crafts
- Character-building
- Animal creations using towels (used by hotels and cruise ships in the area)
- Financial Management
- Computer skills

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

County-district number or vendor ID:084-906

Amendment # (for amendments only):

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

The community will be informed of the Texas City Cycle 10 ACE Program by using the following strategies in both English and Spanish:

- Flyers and brochures will be sent home by students and through mailings.
- Automated telephone messages will be sent to targeted student’s home.
- Announcements will be made in the local newspaper.
- Information will be posted to district and campus websites.
- Information will be posted on the district’s Facebook and Twitter pages.
- Announcements will be made at all sporting events and school functions.
- Several information sessions will be conducted on campuses.
- Information posters will be displayed in local businesses.
- Presentation will be held at the Rotary, Kiwanis, Lions Club, and the La Marque Ministerial Alliance.
- Information will be handed out at school registrations on every campus and ACE center.
- Campus PTA and PTOs will be used to disseminate information.
- Information sessions will be conducted at TCISD school board meetings.
- Information will be posted on school marquees.
- Information will be posted at locations where social services are offered.
- Information will be posted at locations where displaced families and unaccompanied youth frequent.

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

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County-district number or vendor ID: 084-906	Amendment # (for amendments only):
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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.**

The school district policy requires that students must be transported to and from school if they reside more than two miles from school. The majority of targeted students live more than two miles from the ACE centers. Due to the time of dismissal from the afterschool program and to ensure student safety, all students will be eligible for transportation who participate in the afterschool program. Texas City Independent School District's Transportation Department will provide transportation to and from the centers and home. Most of the students will be at centers located on their regular school day campuses. Upon dismissal from the 21<sup>st</sup> CCLC program, site coordinators, teachers and associated staff will be available to escort all car riders to their designated location to meet their parent or guardian. Transportation safety procedures are in place to ensure the safety of the students upon arrival and dismissal. Specifically, (1) parent(s) must designate authorized adults to pick up child; (2) designated adult signs dismissal log; (3) designated adult must present photo identification to be compared to a copy on file. Any student transported by bus will sign out and indicate on the dismissal log that they are taking the bus home. Attendance will then be taken on the bus before departure.

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

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

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

There are no formal plans to utilize volunteers. However, for sustainability, parents will be asked to volunteer at events to support the ACE students. In these cases, the district and the ACE program will distribute a general notice for volunteers for the program. If volunteers come forward with an interest in participating and their qualifications fit the needs of the program, then background checks will be performed. Training will take place before they begin their work.

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

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

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

The community learning center in Texas City ISD will develop a preliminary plan, that emphasizes financial sustainability, to help the afterschool program continue to thrive after the grant has ended. The Texas ACE Blueprint will be used as a resource to develop the plan. ACE staff will participate in trainings and webinars on sustainability conducted through MyTexas ACE. The plan will include an itemized list of resources needed to help students meet program goals and objectives in the targeted areas. The plan will also include specific tasks, along with who will complete the tasks, and the timelines for completion. The availability of current resources and resources that are required to meet program goals and objectives will be specified along with community organizations and individuals who have the financial and human capital to facilitate the process. The plan will address areas of need, including volunteers that have the capacity to move the program forward through in-kind goods and services. Considering that transportation is critical for student participation, alternative strategies will be explored to ensure that students consistently participate in the program. The plan will consider partnerships with local organization who conduct activities that are provided in the afterschool program, such as STEM education and GED services for parents. The plan will also incorporate access to education and technology-based resources that may not require additional cost and that are grounded in evidence-based practices. The plan will be developed at the beginning of the grant, and reassessed annually to consider changes that may have occurred within Texas City ISD and among individuals who are considered vital to the sustainability of the program. Annual reassessment of the sustainability plan will also help to determine where the proposed strategies and services meet the needs of the current students and families, and whether there have been changes in leadership and mission of Texas City ISD.

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

County-district number or vendor ID: 084-906 | Amendment # (for amendments only):

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

Federal, state, and local programs will be combined and coordinated to make the most effective use of public resources. Due to Hurricane Harvey, many students who will be participating in the ACE program will need various supportive services to ensure their academic success. The district currently has Title 1 Part A funds allocated to purchase supplies, materials, clothing, and tutors for McKinney-Vento homeless students. Any additional funding sources obtained during the funding cycle will be allocated, accordingly, and amendments will be made. We will coordinate with the school district to expose students to all available other programs to ensure their educational success.

Activity	Funding Source	Purpose
STAAR tutors	Title I Part A (federal) \$10,000	Allocation of Title I funds for tutors
Materials and supplies for homeless and unaccompanied youth	McKinney-Vento Funds (state)	Provide supplemental materials for students identified as homeless or unaccompanied youth
Will coordinate with the foundation and Community Advisory Board to support teachers, students, and educational programs to sustain the ACE program.	TCISD Foundation for the Future	Educational foundation- provides grant program for teachers
Will provide special education practices, procedures, and theories used in educating children identified as gifted and talented through challenging PBL activities.	Gifted and Talented	Supports students who perform at a high level of accomplishment
Students will be introduced through college prep workshops, collaborate with school counselors and provide college tours.	Dual Credit at College of Mainland/ Collegiate High School	Increase the number of students graduating with college credit
Students will be introduced to high tech training careers; will provide an orientation and disseminate information about the specialized career preparation center and programs	Industrial Trade Center Career and Technical Education	Provides training for skilled trade and earning industry certifications
Teachers and Site Coordinators will participate collaborative meetings to ensure program alignment and student progress	Campus Professional Learning Community	Teachers and administrators seek and share learning to enhance program effectiveness
Students will participate in the ACE program and will be provided the additional support to meet their specific needs	Special Education and 504 Dyslexia Autism	Provides support for students with learning disorders and disabilities
Students will be identified and referred to special programs to enhance their educational learning opportunities	Summer Bridge Program	Program introduces elementary students into secondary schools over the summer through enrichment
ACE teachers will have access to all trainings and workshops	Texas Behavior Support Initiative	Provides support and training that address safety needs, classroom management

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

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

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

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	La Marque High School 397 Duroux La Marque, Texas 77568		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	084-906-002				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	90	Parent/legal guardian target (in proportion with student target):		35	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	Campus name	La Marque High School				
	9-digit campus ID number	084-906-002				
Estimated transportation time	5 minutes					
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	La Marque Elementary School 1641 Magnolia La Marque, Texas 77568		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-5 <input type="checkbox"/> 6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	084-906-111				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	300	Parent/legal guardian target (in proportion with student target):		50	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	Campus name	La Marque Elementary School				
	9-digit campus ID number	084-906-111				
Estimated transportation time	5 minutes					
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	La Marque Middle School 397 Duroux La Marque, Texas 77568		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	084-906-043				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	200	Parent/legal guardian target (in proportion with student target):		50	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	Campus name	La Marque Middle School				
	9-digit campus ID number	084-906-043				
Estimated transportation time	5 minutes					

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

County-district number or vendor ID: **084-906** Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	La Marque Primary School 1641 Magnolia, La Marque, Texas 77568		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	<b>084-906-110</b>				
	<b>Cost per student</b>	<b>\$1000</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>200</b>	<b>Parent/legal guardian target (in proportion with student target):</b>		<b>50</b>
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>		La Marque Primary School			
	<b>9-digit campus ID number</b>		084-906-110			
	<b>Estimated transportation time</b>		5 minutes			
	<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
<b>9-digit campus ID number:</b>						
<b>Cost per student</b>		<b>\$</b>				
<b>"Regular" student target (to be served 45 days or more annually):</b>			<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						
<b>Center 6</b>		<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>			<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
	<b>Estimated transportation time</b>					

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

County-district number or vendor ID: 084-906

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 ACE Program day-to-day operation will be managed by the Project Director and the Site Coordinators. The Site Coordinators will manage the day-to-day operation at their center. This grant has several moving parts, but they are all connected through the ACE Advisory Committee. ACE staff will participate in campus/district training and staff development, and vice versa. A system of checks and balances will be found in the Project Plan. ACE staff will create Professional Learning Communities(PLC) on each campus, or actively engage in the current PLCs on the campuses that feed into their center. The ACE Advisory Committee will advise on the Texas ACE requirements and provide feedback on the effectiveness of the program. Management will use key milestones and objectives of the district/campus improvement plans to ensure that the ACE Program receives high-quality management. The Hierarchy of Management will consist of the TCISD Board of Trustees, TCISD Administrative Team, ACE Advisory Committee, Project Director and Site Coordinators

**Grant Level Management** -The Project Director will communicate policies, procedures, and expectations with site coordinators, and other ACE program staff, partners and vendors. There will be systems in place for supporting center operations, assessing student needs, facilitating fiscal requirements, collecting data which is reported to TEA through the Tx21st system and identifying areas for improvement. The management plan includes ongoing internal monitoring to ensure the program is meeting goals of improving academic performance, attendance, behavior, promotion rates and graduation rates. Project Director will participate in all ACE required training and additional professional development opportunities. Management of the grant will also utilize all technical assistance and tools received by TEA and its contractors. The Family Engagement Specialist (FES) will be responsible for coordinating all family engagement activities in collaboration with the Project Director and Site Coordinators. Supplies and materials for family events will be supported through grant level management. The grant level budget will adhere to all grant financial reports and requirements, including Education Department General Administrative Regulations (EDGAR) regulations, procurement processes, district accounting procedures, and inventory. Grant level budgets will be associated with overall management and administration program cost such as salaries, travel for project director and family engagement specialist, supplies. The La Marque ACE financial and budget management system will meet all federal standards

**Center Level Operations:** Site Coordinators are an integral part of activity planning which involves identifying and coordinating activities at each center and budgeting for center activities. Connecting with the school day leaders and staff is a key to a successful program. There will be a clear set of strategies for active recruitment, enrollment and retention of students. The operations of each center will include program monitoring and entering data on a daily/weekly basis. The center level budget will adhere to all grant requirements for allowable and unallowable cost as it relates to center initiatives. The cost will include center level salaries, travel for site coordinators, supplies, equipment and resources, and an evaluator.

**Student level** -Budgets will be based on total students, instructional staff, transportation, contract services and snacks and supplies.

**Program Information for all proposed centers: La Marque High (Center 1) La Marque Elementary (Center 2), La Marque Middle (Center 3) La Marque Primary (Center 4)**

- Start Date: August 20, 2018
- End Date: July 30, 2019
- Program Schedule: Fall, Spring, and Summer Terms
- Monday through Friday
- Hours per week - 15
- Hours per day (includes before and after school activities) - 3
- Total number of weeks - 35

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

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

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

A mixed methods evaluation design will be conducted by an external evaluator under the guidance of the Texas Education Agency (TEA) and the 21st Century Community Learning Center (CCLC) grant to measure ACE program impact and to identify core aspects of fidelity (e.g., adherence to program design, exposure/dosage, quality of program delivery, and participant engagement). The evaluator will work closely with the ACE staff to develop a logic model, to ensure that the logic model is aligned with the ACE Theory of Action and evaluation questions, and to link program activities with ACE outcomes. Pre-post data collection of student, parent, teacher, and Site Coordinator surveys and needs assessments will be conducted annually, to capture participants' voice, needs, interests, strengths, weaknesses, gaps, and barriers to program delivery. The instruments will be piloted prior to distribution to strengthen data integrity, improve reliability, and increase validity in data collection methods. To address Key Performance Indicators related to attendance, youth experience, and outcomes (Texas Local Evaluator Manual, 2017), data collection resources will include TAPR, Campus Improvement Plans, TEA's Discipline Data Reports, the districts' student information system, the Texas 21st database, state assessments, the Family Engagement in Out-of-School Time Needs Inventory (Build the Out-of-School Time Network, BOSTNet), and the Weikart Center's Youth Program Quality Assessment (YPQA, SAPQA, or Form B). Along with these resources and rigorous student comparison groups, unstructured and structured site visits, observations, logs, sign-in sheets, meeting agendas, flyers, etc., will help to explore important antecedent conditions and high impact variables, such as highly-qualified ACE teachers, quality of local educational institutions and partners, marketing activities, and curriculum and instructional supports. To improve program operations and quality, the evaluation plan will incorporate ongoing data monitoring of inputs and outputs for accuracy through random quality control checks, including the alignment of expenditures with the program design. The evaluator will assist by aggregating data by demographic groups, producing reports, to share with the Project Director, Site Coordinators, campus staff, administrators, the ACE Advisory Board, students, and families, through informal and formal presentations, to be used for continuous process improvement and to establish a systematic feedback loop, to improve practices, communication, and collaboration and to ensure program sustainability. Process and root cause analysis, as well as cost-benefit and cost-effectiveness analysis will be conducted to quantify performance opportunities in financial terms. The evaluation will monitor the extent the modifications to the program were implemented based on feedback and the data.

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

County-District Number or Vendor ID: 084-906

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

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

**Barrier: Cultural, Linguistic, or Economic Diversity**

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

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

County-District Number or Vendor ID: 084-906

Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

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

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

County-District Number or Vendor ID: 084-906      Amendment number (for amendments only):

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

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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

County-District Number or Vendor ID 084-906 Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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

County-District Number or Vendor ID: 084-906

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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

County-District Number or Vendor ID: 084-906      Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

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

**Barrier: Shortage of Qualified Personnel**

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

**Barrier: Lack of Knowledge Regarding Program Benefits**

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

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

County-District Number or Vendor ID: 084-906      Amendment number (for amendments only):

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

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

**Barrier: Lack of Transportation to Program Activities**

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

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	□	□	□
	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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<b>Schedule #19—Private Nonprofit School Participation</b>			
County-District Number or Vendor ID: 084-906		Amendment number (for amendments only):	
<p><b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p><b>Failure to complete this schedule will result in an applicant being disqualified.</b></p>			
<b>Questions</b>			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• <b>If your answer to this question is yes you must answer question #2 below.</b></li> <li>• <b>If your answer to this questions is no, you do not address question #2 or the assurances below.</b></li> </ul>			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>• <b>If your answer to this question is yes, you must read and check the box next to each of the assurances below.</b></li> <li>• <b>If your answer to this question is no, you do not address the assurances below.</b></li> </ul>			
<b>Assurances</b>			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on <b>Schedule #6—Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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