

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

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small>
Grant Period:	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:26 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

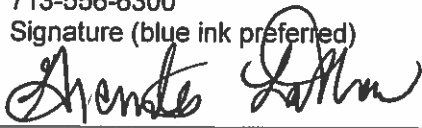
Schedule #1—General Information

Part 1: Applicant Information				
Organization name		County-District #	Amendment #	
Houston Independent School District		101912		
Vendor ID #	ESC Region #	DUNS #		
74-6001255	4	0612921240000		
Mailing address		City	State	ZIP Code
4400W. 18 th Street		Houston	TX	77092-8501
Primary Contact				
First name	M.I.	Last name	Title	
Jonnelle		Hollins	Manager, After School Program	
Telephone #	Email address		FAX #	
713-556-6927	jhollins@houstonisd.org		713-556-6814	
Secondary Contact				
First name	M.I.	Last name	Title	
Annetra		Piper	Manager, Grants Department	
Telephone #	Email address		FAX #	
713-556-6785	apiper@houstonisd.org		713-556-7023	
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
Grenita	F.	Lathan, Ph.D.	Interim Superintendent
Telephone #	Email address		FAX #
713-556-6300	HISDSuperintendent@houstonisd.org		713-556-6323
Signature (blue ink preferred)	Date signed		



4/24/18

Only the legally responsible party may sign this application.

701-18-111-088

Schedule #1—General Information

County-district number or vendor ID: 101912 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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<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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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

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

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

County-district number or vendor ID: 101912	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"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

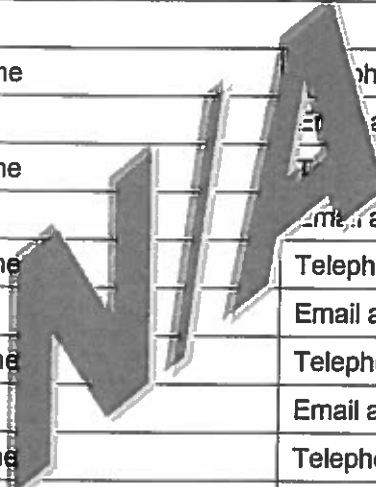
The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and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

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

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

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

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



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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 101912			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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

Schedule #4—Request for Amendment

County-district number or vendor ID: 101912 Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Amendment Justification

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



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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101912

Amendment # (for amendments only):

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

The Houston Independent School District (Houston ISD) is applying for the 21st Century Community Learning Center Texas ACE (Texas ACE) grant in order to prepare students for postsecondary education and the workforce. As the largest school district in Texas, educating 214,175 students at 284 schools across 333 square miles, Houston ISD has a diverse student population with varying needs. This application proposes to serve students at 10 schools who come from high poverty, inner-city areas that do not have the household income to fully access the educational and cultural resources within the greater Houston area. The Houston ISD program will provide 1) increased academic support services to students; 2) activities that accelerate learning in a fun and relaxed atmosphere; 3) quality, engaging, enriching learning activities that will keep students involved in school; 4) a safe and secure environment; 5) a caring environment for family members to participate in activities that are of interest to them; 6) expanded student awareness of college and career opportunities; and 7) activities that focus on research-based strategies and interventions for students who are in danger or at risk of referral for disciplinary actions or academic failure. The goals of the 21st Century CLC grant are directly related to the district and campus primary goals of increasing student achievement, providing a safe environment, and creating a positive district culture. **Need for the Program:** Houston ISD conducted a thorough needs assessment to identify campuses with a high need for out-of-school programs. The needs assessment included an analysis of census demographic data and data from the 2016-2017 school year (e.g., STAAR results, campus poverty rates, attendance, promotion and graduation rates, disciplinary referrals, number of student absences, schools with low-parental involvement, schools with no out-of-school time program. The ten schools were selected based on having at least 40% or more students identified as economically disadvantaged, and/or a school eligible for school-wide programs under Title I, Section 1114, having a significant need to increase student academic achievement, and a need to improve family literacy, as well as never having participated in a 21st Century Community Program. At least 89% of students in this application are eligible for free and/or reduced price meals. Once chosen for this application, schools reviewed common barriers expressed by survey results of parents regarding transportation, activities, and other services. None of these schools have had the program before. The targeted population for the proposed project includes approximately 1,403 youth, in grades K-12 and 380 adults. All ten of the schools are either Focus or Priority Schools and 78% of their students are at-risk of graduating. The district-level needs assessment was designed by the Houston ISD Grants Department and evaluated for efficacy. Schools conducted campus level needs assessments and student, parent, and teacher surveys were used for program design. If awarded, the Site Coordinator and Shared Decision Making Council at each school, along with the District Coordinator and the Community Advisory Council, will provide feedback on changing the needs assessment process as appropriate. **New and Expanded Services:** The proposed programs at the ten schools will consist of activities and classes for students and their families including the components of academic assistance, enrichment, family and parental support services, and college and workforce readiness, such as academic assistance classes, homework help, technology classes, fine arts, college exploration, and physical fitness. The budget is based on the needs of the community and the number of students that will be served. Each school determined the number of students on their campus who needed intensive support during the after school hours. Students require support for the following reasons: academic shortcomings, dropout prevention, at risk of failure/retention, having a parent who is incarcerated, and/or demonstrated behavioral issues. School staff surveyed the students and community members/parents to determine the types of programs that they would prefer to have in the after school program. Based on the needs and preferences of the school community, the schools determined the kind of programs they would offer and the budget to support the program. Houston ISD's grant will be managed through the After Schools Program Department at the district office. A Project Director and Family Engagement Specialist will be hired to work with the 10 Site Coordinators. The Director will ensure compliance with state and federal requirements, as well as provide implementation support and training to the schools to ensure high quality programming. The Director will coordinate the program evaluation at the district and campus level as well as ensure the sites are following the guidelines of Texas ACE. Detailed in the application is the description of how Houston ISD will meet all statutory and TEA requirements. Houston ISD is committed to the goal that all students will graduate prepared for post-secondary education and the workforce and will provide students with academic assistance, enriching activities, college and workforce readiness support, and services to families. The district will implement programs that reduce dropout rates, and improve academic performance, attendance, behavior, graduation and promotion rates.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101912	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	\$963,965	\$0	\$963,965
Schedule #8	Professional and Contracted Services (6200)	6200	\$347,218	\$30,000	\$377,218
Schedule #9	Supplies and Materials (6300)	6300	\$79,556	\$0	\$79,556
Schedule #10	Other Operating Costs (6400)	6400	\$76,733	\$0	\$76,733
Schedule #11	Capital Outlay (6600)	6600	\$2,528	\$0	\$2,528
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,470,000	\$30,000	\$1,500,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,470,000	\$30,000	\$1,500,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,500,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$75,000

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

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

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

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 101912			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$75,000
5	Site coordinator (required)	10		\$433,000
6	Family engagement specialist (required)	1		\$62,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$570,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$246,655
25	6121	Support staff extra-duty pay		\$19,974
26	6140	Employee benefits		\$127,336
27	Subtotal substitute, extra-duty, benefits costs			\$393,965
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$963,965

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101912		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator to evaluate the program activities	\$30,000
2	Art classes to enhance learning and increase school day attendance	\$38,108
3	Dance classes to support healthy living/exercise and increase school day attendance	\$29,172
4	Theater classes to increase reading levels and decrease discipline problems	\$20,672
5	Digital /Media Literacy/Photography to increase creativity and encourage career readiness	\$9,936
6	Music classes to increase academic readiness for math and increase school attendance	\$17,000
7	Martial arts classes to increase student self esteem/self worth and decrease discipline problems	\$29,000
8	Sports (basketball, soccer, etc) to increase team building and increase school day attendance	\$21,500
9	Yoga/Exercise classes to increase health and decrease student and adult stress	\$6,000
10	Robotics increase reading, science, and math skills, encourages academic rigor	\$21,800
11	Tutoring to increase academic achievement	\$26,260
12	STEM classes to increase student achievement and support college and career readiness	\$27,050
13	College and Career/Worforce Readiness to prepare students for college and the work force	\$9,000
14	Mentoring to increase student self esteem, encourage school attendance, and school scores	\$6,000
15	Gardening classes to encourage healthy living and exercise	\$40,720
16	Parent Classes/Activities	\$45,000
b. Subtotal of professional and contracted services:		\$377,218
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$377,218

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

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 101912	Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval	
Expense Item Description	Grant Amount Budgeted
6300 Total supplies and materials that do not require specific approval:	\$79,556
Grand total:	\$79,556

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101912		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.	\$23,100
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.	\$10,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$43,633
Grand total:		\$76,733

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101912			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	Laptop for coordinator use	3	\$769	\$2308
3	Mobile Internet	1	\$220	\$220
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$2,528

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: 101912 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	The Project Director will be responsible for the overall management of the grant and should have prior experience in an afterschool capacity in a previous grant cycle. The Project Director should also hold a bachelor's degree; a master's degree is preferred.
2.	Site Coordinator(s)	Site Coordinators will be responsible for the implementation, supervision, and quality of the 21 st Century CLC program. The minimum educational requirements are a bachelor's degree, with 1-3 years work experience, excellent communication skills, and problem-solving skills.
3.	Family Engagement Specialist	The Family Engagement Specialist should have previously served as a Site Coordinator, or Family Engagement Specialist in a previous grant cycle. The specialist should hold a bachelor's degree and preferably be able to communicate in English and Spanish.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Enrichment	1. Increase in student grades	09/04/2018	07/31/2019
		2. Increase in performance on benchmark tests	09/04/2018	07/31/2019
		3. Increase in performance on STAAR Reading	09/04/2018	07/31/2019
		4. Increase in performance on STAAR Math	09/04/2018	07/31/2019
		5. Increase in percentage of homework completed	09/04/2018	07/31/2019
2.	Improve Attendance	1. Increase in percentage of in-class attendance	09/04/2018	07/31/2019
		2. Increase in percentage of school attendance	09/04/2018	07/31/2019
		3. Decrease in the number of students with consecutive absences	09/04/2018	07/31/2019
		4. Increase in parent participation for student support	09/04/2018	07/31/2019
		5. Increase in number of students with perfect attendance	09/04/2018	07/31/2019
3.	Improve Behavior	1. Decrease in number of out-of-school suspensions	09/04/2018	07/31/2019
		2. Decrease in number of in-school suspensions	09/04/2018	07/31/2019
		3. Increase in number of student leaders	09/04/2018	07/31/2019
		4. Decrease in student referrals to the school office	09/04/2018	07/31/2019
		5. Decrease in number of repeat offenders	09/04/2018	07/31/2019
4.	Improve Promotion Rates	1. Decrease in number of students that need summer school	09/04/2018	07/31/2019
		2. Increase in number of students promoted to the next grade	09/04/2018	07/31/2019
		3. Decrease in number of over-age students	09/04/2018	07/31/2019
		4. Increased in percentage of students reading on grade level	09/04/2018	07/31/2019
		5. Increase in participants in after-school tutorials	09/04/2018	07/31/2019
5.	Increase Family and Community Involvement and Resources	1. Increase in community involvement in schools	09/04/2018	07/31/2019
		2. Increase in information/referrals to adult literacy resources	09/04/2018	07/31/2019
		3. Increase in wraparound services	09/04/2018	07/31/2019
		4. Increase in family engagement opportunities	09/04/2018	07/31/2019
		5. Increase in Literacy/Math/Science Nights	09/04/2018	07/31/2019

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Houston Independent School District (Houston ISD) spans 333 square miles, and serves an enrollment of more than 214,175 students, among 284 schools with a rich mixture of languages, cultures, academics, financial levels, and social abilities. Houston ISD serves a diverse population, which consists of Hispanic 61%, African American 24%, White 8%, and Asian American 4%. The percentage of economically disadvantaged students enrolled in Houston ISD is 74%; the percentage of students eligible for free and reduced lunches has increased over 15% within the last ten years. The proposed program brings together ten Houston ISD schools demonstrating a strong need for out-of-school programming.

Houston ISD conducted a community needs assessment using several methods. Stakeholders completed surveys, and the community provided feedback through a series of meetings during which parents and community members were given the opportunity to provide input and feedback regarding areas in which each campus can help improve their community. To identify the needs of the students and the community, the schools also conducted several assessments over the span of several weeks, using various methods. Stakeholders involved included the following: teachers, administration, parents, community business partners, and students. The community feedback results showed a great need for academic and enrichment activities in the community. However, the two areas of focus that stakeholders stated had the greatest need/gap for the community were family and parental support services and college and workforce readiness. The needs of working families were assessed and communicated through the involvement of partnering community-based organizations, as well as through the district's Student Support Services Department. These groups worked together to identify the non-academic, social, emotional and basic needs of students and families. A needs assessment was completed using student check-ins, interventions, one-on-one conferences with parents and students, referrals, and a needs-assessment survey.

Across the spectrum, the community assessments determined that the out-of-school time services available in the community are mostly fee for service, filled to capacity, or non-existent. Lack of transportation to the existing after-school programs was another concern for parents; most programs were not within reasonable walking distance and would be a safety hazard when time adjusted for daylight savings in the fall. Some of the afterschool programs that are available to students are the YMCA, Salvation Army, private daycare services, Boys and Girls Club, or informal home childcare situations, fees vary by location. In many of the communities surrounding these schools, there are no other free out of school time services in these high poverty communities. The stakeholders' assessment results indicated that there is a gap in community learning centers with a focus on providing a safe and nurturing educational environment afterschool for students.

Based on the community needs assessment findings, each community learning center will focus upon providing a free nurturing environment during after school hours. Working families will have a safe program for their children to attend that will focus on academics and enrichment. The results showed there was a need to provide student awareness through the arts and increase their knowledge in academic areas, such as reading, science, and math, and provide health awareness through outdoor adventures or games (e.g., fitness, soccer, tennis, track, etc.). The results from the student interest survey determined that technology, health and physical fitness activities, culinary arts, and performing and visual arts were in high demand. The other stakeholders determined that results from the student interest survey would be beneficial and could prepare students for career exploration and/or workforce readiness. The community assessment also revealed that there is a need to provide students that are at risk academically with tutorials or small group study sessions. The strategies that will be carried out at the ten centers will focus on providing regular input through meetings with each school's Shared Decision Making Committee (SDMC) and interactions with the Project Coordinators.

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

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

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

Houston ISD desires to improve the lives of youth and their families by creating partnerships with strong community stakeholders, both from the public and private sectors. These partnerships are designed to promote academic enrichment (i.e., post-secondary and career goal achievement), socio-emotional needs (i.e., student engagement and extra-curricular activities) and family resources (i.e., counseling, job skills, food, and clothing) and family resources.

Given the geographic size of Houston ISD within the fourth largest city in the U.S. and the challenge of funding sustainable high-quality out-of-school programming, the District is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of the grant opportunity. Houston ISD will partner with numerous community-based organizations and other private and public institutions to provide quality direct services to students and their families. Collaboration between the district and service entities will be strengthened by written agreements in the form of Service Agreements Contracts and/or a Memorandum of Understanding (MOU) with service providers. Youth service organizations, such as the YMCA, will provide staff to conduct activities at a number of centers; colleges and universities will partner with centers to conduct information seminars and college tours to students and parents; Young Audiences, will work to educate and inspire children through art; the Children’s Museum will work with students and parents; Urban Harvest will involve all community stakeholders and other providers that each campus has carefully chosen to best meet the needs of the participating students and parents. Houston ISD’s wraparound services will provide non-academic supports address critical issues such as mental health and physical health needs, food insecurity, lack of stable housing, violence, incarceration of a parent, and many other challenges that can have adverse effects on a student’s readiness and ability to learn.

Across the ten participating centers, multiple community-based organizations, and other public or private entities will also involve community stakeholders and other volunteers that each campus has carefully chosen to best meet the needs of the participating students and parents. The educational support activities, across the ten centers, are aligned with the TEA’s goals to help all students achieve academic success. The ten centers are the ideal solution for families seeking high-quality, affordable educational and enriching alternatives for their children because the centers are in their communities where the children go to school and the families live.

All district volunteers must complete the Volunteers in Public Schools (VIPS) screening and pass a background check before actively participating in the Texas ACE programs. The safety of HISD students is and will continue to be a top district priority. Additional sources of recruitment of volunteers will be qualified senior citizens registered through Senior Corps to serve as volunteers and participants in various service learning activities involving the students. Seniors will play an important role in the program serving as volunteers such as chaperoning student events, monitoring student traffic in hallways to ensure safety, distributing flyers and advertisements to parents who pick up students, assisting with showcases as well as reading to students, tutoring, and assisting in parent activities (parenting classes, planning meetings, etc.).

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

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proposed program is expected to impact performance, attendance, discipline referrals, advancement, high school graduation rates and career competencies by addressing the needs of all student participants. The decision to increase academic services by including a tutorial component for students is based on the performance rating and data from STAAR scores of the participating campuses. Every campus program will provide a tutorial component before or after school; the expectation is that next year each participating students' **academic performance** will improve. Tutoring is a key part of education because students who receive after-school tutorials by teachers who have interaction with the students' classroom teachers perform better than other groups on math and reading test (Caskey, Ph.D., 2011). After-school programs support students with developing good homework habits. Students that complete their homework accurately can have an increase in self-esteem and feel better about their overall academic performance (Kelly, 2014) . English as a second language (ESL) or limited English proficiency classes will be available for students needing assistance in mastering the English language. During the tutorial part of the program, students in need of remedial or accelerated instruction will receive the assistance they need. All students will be placed in the appropriate academic setting based on need. The after school tutors will collaborate regularly with the students' classroom teachers to ensure that the appropriate needs of the student are being met. In order to make the most efficient use of grant funds, campuses will partner the after school program with Title I tutorials. Students' placement in academic classes will be determined by need from teacher evaluation or by a diagnostic assessment of their skills.

The planned after-school program will allow each student mandatory time to participate in a tutorial or academic based activity, followed by a choice of at least two enrichment, education, and/or workforce / college / career activities each day. When the tutorials end, the students will attend one of the assigned enrichment activities for that day. The strong partnerships that are involved or will be developed in the proposed programs are critical to the success of the enrichment component. Programs are more likely to exhibit high quality when they effectively develop, utilize, and leverage partnerships with a variety of stakeholders like families, schools, and communities. These partnerships become a nonnegotiable element of supporting learning and development across all the contexts in which children learn and develop (Little, et.al., 2008). The long term effects of program participation has a significant effect of reducing the **dropout rate** for low-income students (Hung, et.al., 2005).

The Social Emotional Learning component added to the program at all participating schools is expected to address the skills necessary for students to "understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2017). These program will offer engaging opportunities for students to have access to mentors and tutors with the capacity to work with students individually or in small groups. A growing body of research is starting to show that afterschool programs are also prime settings in which to implement social and emotional learning programs and practices, which, in turn, contribute to the development of **employability** skills. (AIR, 2015) The short-term goals of the SEL programming are to promote students' social-emotional skills and positive attitudes, which, in turn, should lead to improved adjustment and academic performance as reflected in more positive social behaviors, fewer conduct problems, less emotional distress, and better grades and achievement test scores (CASEL, 2008). Research has found a statistically significant relationship between students regularly attending afterschool programs and fewer school-day **disciplinary** incidents (AIR, 2016).

There is also evidence that participation in afterschool programs for older youth that focus on **workforce readiness** and building students' workforce skills has a positive impact on students' school day attendance and graduation rates (Afterschool Allliance, 2017). The participating secondary campuses will provide a space for young people to explore career interests, build critical skills and gain access and information about postsecondary opportunities.

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

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Houston ISD’s proposed activities are designed to give at-risk youth engaging out-of-school opportunities, for healthy leisure time use, to help them to meet state and local academic standards and support the needs of working families by providing a safe, supervised setting when school is not in session. There is strong scientifically-based research that shows the benefits of high-quality after-school programs; a meta-analysis of 68 after-school studies concluded that high quality after-school programs can lead to improved attendance, behavior, and coursework, better grades, and students do better on tests compared to non-participating students (Durlak, Weissberg, and Pachan, 2010). High-quality after-school programs are associated with academic success, developmental asset-building, opportunities for mentoring, and prevention of problematic behaviors such as juvenile delinquency (Afterschool Alliance, 2013).

Houston ISD used research or evidence-based practices to determine the activities that will address specific student and parent needs to achieve positive student outcomes. All ten campuses will offer services and activities that support all educational areas as needed to complement and enhance: **Academic Performance and Achievement:** Services and activities will include, but are not limited to, tutoring, computer literacy, homework check/completion, and educational field trips. Shernoff (2010) used grades as a predictor of academic success and found that engagement in after-school programming contributed to higher grades in Math and English over involvement in activities outside of afterschool programming; **Postsecondary and Workforce Preparation:** Services and activities will include, but are not limited to, resume assistance, engineering/STEM activities, promoting workforce awareness, job and/or college readiness activities, career mentoring, college tours/field trips and assistance in the attainment of employment and/or funding for college. Many after-school and summer learning programs expose youth to the importance of college by taking them on visits to college campuses, working with students and families to identify prospective colleges, providing assistance in the college application process, helping families navigate the financial assistance jungle, and providing encouragement and support to students who do not see themselves as college material (Brand & Valent, n.d.); **Positive Youth Development:** Services and activities that promote and help to increase the participation of families and parents in the student’s educational experience will include, but are not limited to, family literacy programs, technology literacy, parent/student STAAR nights, translation services, as well as programs that create exciting intrinsic motivation to sustain constant student participation such as: arts and crafts activities, character building clubs/activities, cooking classes, cultural awareness, fitness, games (physical/outdoors), leadership training/life skills, music, recreational activities, and student clubs/meetings. In their study, Durlak and Weissberg (2007) discuss that youth who demonstrated involvement in after-school programming showed positive social behaviors. Shernoff (2010), as another example, found evidence to support that participants engaged in after-school programs showed better psychosocial adjustment and social skills than nonparticipants.

Studies show that 73% of afterschool programs that use evidence-based student engagement approaches help improve students’ personal, social, and academic skills, in addition to their self-esteem (Afterschool Alliance, 2009). As the American Institutes for Research reported, “afterschool programs typically promote SEL through practices and approaches... creating a climate that supports the development of social and emotional skills” (American Institutes for Research, 2015). This information is vital for a child’s development towards a successful future, because the same skills learned through SEL coincide with the Department of Education, Office of Career, Technical, and Adult Education’s (OCTAE) list of “employability skills.”

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

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The programs proposed for the 21st Century Community Learning Center Program (21st Century CLC) after school program were carefully considered as to how they would meet the needs of the students and families of the program participants, especially regarding their social emotional, college- and career-readiness, enrichment, and academic success. Each activity was created with input from the students, parents, and school community. The program activities are identified by component, although some activities will cross components, as they not only increase academic achievement, but also assist students in their college and career readiness, and can help the students adapt through social emotional learning opportunities and have fun doing them.

Academic Activities – The academic activities chosen for this program will be used to increase student academic achievement and engagement. Activities will be connected to what the students are learning during the school day. Examples of academic activities include: a) **Afterschool and Saturday Tutorials** – Students will receive small-group or one-on-one instruction as a personalized, supplemental reteach of classroom instruction, b) **Literacy and Math Boot Camps** – Students will participate in educational activities designed to be engaging and entertaining while providing test review and test-taking strategies in preparation for the state tests, c) **Math and Science Summer Camps** – Students will receive summer enrichment opportunities for math and science, d) **Arts Integration** - Students will participate in hands-on activities while learning core subjects such as English, math, and science. Research has shown that students who are taught with arts integration are more motivated to learn, retain material better, and score higher on standardized tests, e) **Theatre/Drama** - Students will integrate reading skills and history to create performances.

Social Emotional Activities – Research has shown that social emotional learning increases both student academic achievement and positive social behaviors, such as kindness, in addition to improving students’ attitudes toward school and reducing depression and stress (Durlak et al., 2011; Weissberg et al., 2016). Examples of social emotional learning activities proposed by the schools included in this 21st Century CLC grant are: a) **Yoga**: Students will learn about different ways to handle stress through exercise and calming techniques; b) **Karate/Martial Arts**: Students will learn discipline strategies and how to get along well with others; c) **Games**: Students will participate in cooperative-learning games to promote social and relationship skills, d) **Group Mentorships**: Supportive, healthy relationships formed between mentors and mentees have been proven to increase high school graduation rates; lower high school dropout rates; improve attitudes about school; and improve behavior, both at home and at school.

College and Career Readiness Activities – The activities proposed in this program are geared towards helping students developing healthy attitudes and positive aptitudes that promote college and career readiness for all students participating in the program from grades K – 12. Classes will be created based on the grade level and student age. Some of these activities include: a) **Robotics + Engineering** – where students will design and build robots that will help them understand STEM careers, b) **3D Modeling & Design** – Students will use professional 3D modeling and design software and hardware to create computer-generated imagery (CGI), 3D printed prototypes, wearable technology, or polished digital illustrations in DMA’s popular 3D modeling using onsite 3D printers, c) **Music Production** – Students will learn real-world music production to learn how to record, mix, edit and produce digital music, d) **Film + Photography** – Students will learn and experience digital filmmaking and be immersed in the entire production process, from screenwriting and storyboarding to shooting, editing and post-production, e) **College-related activities** – Students will complete the FAFSA, research and apply for college scholarships, and take visits to local college. f) **Technology** - Students will work with computer technology to learn different systems and the use of technology.

Enrichment Activities – In addition to the enrichment activities increasing academic achievement and embedding the use of reading, mathematics, science, and history into what is learned, these activities are fun and will encourage daily attendance since the students can only participate in the after school programs if they attend during the regular school day. Discipline will improve as well, because students will want to participate in the program, and must uphold a certain standard of excellence to participate. The following activities are examples of the enrichment offered to students: a) **Cheer/Step** -Students will learn and perform a variety of cheers/steps for the community and school, b) **Sports** – Students will participate in and learn how to play non-competitive basketball, soccer, and track, c) **Dance** – Students will learn hip-hop, jazz, ballet, yoga, tap, and other dances, d) **Visual Arts** – Students will participate in drawing, painting, studio art, print making, 2D design, 3D design, and photography, e) **Music** – Students will participate in choir, music history, instrumental music, keyboard, guitar, and drums, f) **Horticulture/Gardening** - Students will participate in plant production and gardening activities, g) **Home Economics** – Students will learn sewing and cooking skills and learn more about business and how to market products.

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

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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Statutory Requirement 6: Describe the applicant’s plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Houston Independent School District (Houston ISD) is the largest public school system in Texas and the seventh-largest in the nation, covering 333 square miles within the Greater Houston area. Houston ISD serves a highly ethnically, culturally-, linguistically-, and economically-diverse population. Houston ISD’s student population, reflecting Houston’s diversity, is an asset and the District understands that it must ensure that every student, regardless of their culture, ethnicity, language, race, or economic status, has both equal opportunity and equal access to a high-quality education and high quality programs evidenced through results of growth and achievement. Although each school has a specific way of communicating with its community members, each school has determined how it will ensure that the community knows about the after school program in a way that is understandable and accessible. Houston ISD will use multiple modalities to communicate to families about the 21st Century CLC program and the different activities available to the students and families that could participate in the program. Additionally, Houston ISD will provide a brochure about the 21st Century CLC program in multiple languages.

During community meetings about the program and during Open House, the district will provide translators onsite so parents can communicate about the program with schools in their native language, if needed. Appropriate visuals, displays, and handouts will be available for parents and students from each school site, as well as an overview of all programs provided by the district in multiple languages. Parents/students will also have the option of filling out applications that are provided in multiple languages, for any parent or family that needs it.

The schools will inform the community during the meetings, through flyers and call-outs, or through any other system that the program will be 30 weeks during the school year, three hours per day, five days a week, for a total of 15 hours per week. They will be told that the summer program will be six weeks long, for four hours per day, four days per week so that parents can make the proper arrangements to pick up their children.

Additionally, when distributing information about the 21st Century Community Learning Center program or during community or school meetings, the schools will explain the activities that are available in their schools for the students, as well as programs for the parents and guardians such as ESL, technology, and arts and crafts, to name a few. The schools will provide the schedules for parent and family activities, many of which will be during the school day. The student programs will only be before school or after school. They will also explain that these programs are free of charge to the participating parents and students. These meetings and the information shared will be used to generate excitement about the program as well as to be informative. For example, one component of the program that the schools will let the parents know about that is exciting to parents is an educational day trip to a college or university in Texas or a surrounding state, as part of the college and career focus for the program.

In order to disseminate the information, Houston ISD will send home information through flyers and “All Calls” or call-outs. Upon award, the district will meet with parents to inform them about the program, the location, and logistics. Additional ways to inform the community include flyers, social media like Twitter and Facebook, school websites, and visiting community-related events. The schools will also create posters advertising the event in order to generate excitement. These posters and flyers will be placed in common areas around the campus, in classrooms, and the cafeteria. Posters will also be placed in the community, at places such as churches and grocery stores. The schools will also ask community churches to place the information regarding the upcoming program in the church bulletin or newsletter. Frequent reminders will be made through the daily announcements about the upcoming program and during the school year about activities that are happening through the program. Information regarding the program will be placed on the marquee at each school site. Highlights of the program will be shown periodically on the district’s and schools’ websites.

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

County-district number or vendor ID: 101912

Amendment # (for amendments only):

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

For Houston ISD, student safety is very important and safe passage from each center to each student's home is also a priority for the District. Although the majority of student participants will be picked up by their parents, or live within safe walking distance from each school, many of the participating students already depend on Houston ISD for transportation services, as shown in Table 1 below. On average, 51.4% of the students of the cohort schools ride Houston ISD buses to and from school. For the communities that the schools serve, on average 9.1% of the residents do not have access to a personal vehicle. Clearly, there will be a need to provide transportation services to students so that they arrive safely home at the end of each program day. Additionally, middle and high school students attending the ACE Program that do not live within safe walking distance will be provided Metro Bus Passes through the grant as an alternative means of transportation home.

Table 1. Magnitude of Transportation Needs of Participating Students for Selected Schools

School	HISD & Private Bus Ridership	Community Residents with No Personal Vehicle Available
Emerson ES	35%	11%
Fondren ES	43%	3.2%
Gallegos ES	42%	14.6%
Gregory-Lincoln	53%	4.3%
Holland MS	77%	10.5%
Law ES	66%	5.4%
Madison HS	55%	5.7%
Milne ES	Data not available	10.1%
Pugh ES	28%	19.8%
Wisdom HS	64%	6.6%
Cohort Averages	51.4%	9.1%

Source: Houston ISD, *Your Voice Survey Results, 2014-2015*; *2012-2016 American Community Survey 5-Year Estimates*

The ten participating campuses will rely on written communication for the students' dismissal methods; parents must designate who is authorized to pick up their child. All students will be required to sign-in and out of all activities. Campuses that are providing bus transportation will escort their students to the bus at dismissal time at the end of each program day. For students who are able to walk home, each center will not allow them to do so unless there is specific written permission from the parent(s) or legal guardian(s). Each center will keep documentation and files containing the transportation plan for all the participating students. The students' information will be maintained in the respective site coordinator's office for each center. All staff working in the Texas ACE programs, at each center, will participate in dismissal, during each program day, to assure the safety of all student participants.

At the conclusion of the evening activities, participants will sign-out for the day and it will be noted how they were transported home by either parent pick-up or via Houston ISD transportation. If a parent/guardian needs to pick up a student before the program ends, such as for a doctor's appointment, the parent/guardian will check-in at the school office to sign-out the student for the day. At the beginning of the registration process each semester, parents/guardians will need to identify who has permission (e.g., grandparents, aunts/uncles, older siblings that are 18+ years of age) to pick up students from the program.

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

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

The Houston ISD After School Department will assist centers in developing and maintaining partnerships with various outside entities to provide volunteers. Prospective volunteers will be recruited from local churches, universities, professional organizations and community agencies. The prospective volunteers must have a desire to work with kids and must pass a criminal background check through the Houston ISD Volunteers In Public Schools (VIPS) Department. Each year, Houston ISD VIPS recruits thousands of parents and community partners to donate their time, resources, and knowledge in support of the District's primary goal to increase student achievement. Through VIPS, volunteers contribute in areas such as mentoring, tutoring, fundraising, career education, enrichment programs, extracurricular and community service activities, and office and classroom assistance. After registering online and undergoing the annual background check, prospective volunteers can begin to work in any Houston ISD school for the school year. All schools can also track volunteer hours donated to the school and district by establishing an online VIPS account.

For the ten centers, approved volunteers will attend a school-based training facilitated by each site coordinator to apprise them of policies, procedures and expectations of the Texas ACE Program. The volunteers will also be included in after-school program staff meetings. The Site Coordinators and campus administrations will also observe volunteers to ensure they are working with youth in a fair, unbiased manner, while also providing quality and engaging instruction.

The Site Coordinators, for the ten participating schools, will collaborate with other district departments, such as Family and Community Empowerment (FACE) to seek ideas and assistance in recruiting qualified volunteers for the Texas ACE Program. Some campuses that already have programs in place will continue with successful partnerships and incorporate these endeavors into the after-school programs. With VIPS assistance, other campuses may focus recruitment efforts at area businesses, churches, senior living centers, and retired educators for volunteers. Overall, recruitment of volunteers will be systematic and ongoing, but student safety is and will continue to be a top district priority.

For the ten center sites, Houston ISD will also recruit senior volunteers through the Foster Grandparent Program (FGP). The FGP program was founded through the Jewish Community Center of Houston. The FGP program is designed to help establish a positive and productive environment for schools and communities. The FGP program consist of grandparents, ages 60 and above, who provide tutoring, mentoring, enrichment, and other supportive services. This program is a valuable asset to participating centers. Senior citizens who have gained a lifetime of experience will be strongly recruited to put their skills and talents to good use by volunteering at the proposed sites.

For the ten center sites, all volunteers will play an important role in the respective programs and serving in many capacities, such as chaperones, reading to students, tutoring and homework assistance, assisting in parent activities, and distributing flyers and information to parents at pick-up time. Since parent involvement is linked to young children's school readiness, training for parents and family literacy activities are both vital for promoting student literacy and achievement in reading (Lin, 2003). The proposed project is built on the idea of strengthening families in order to develop the child. In addition to students receiving a wide range of literacy supports from the District through the proposed project, parents will also be empowered to assist in helping their child achieve greater success. Programs will be coordinated to provide multiple opportunities for parents to volunteer at their children's schools, as well as also benefit from programs and services for parents and families. The link between parents spending quality time with their students and early literacy development is well documented (Jordan, et al, 2011; McBride-Chang, 2012; Sénéchal and Lefevre, 2002). For example, Family Literacy Nights will provide information and resources to empower parents to become informed, engaged, and prepared to advocate for their child's education. The ten schools and VIPS will actively engage and recruit parents to pursue volunteering. Overall, parents' active involvement with their child's education at home and in school brings great rewards and has a significant impact on their children's lives.

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

County-district number or vendor ID: 101912

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.**

Houston ISD’s preliminary plan for how the centers will continue after funding ends beyond the grant period is based on a district-wide commitment of all stakeholders. A comprehensive coordination of all centers and district staff, contracted service providers, and the efforts of major collaborating partners will be instrumental in the overall sustainability planning. Each site will form an advisory council to create their strategic plan that will guide the schools to identify new funding, resources, and partnerships to sustain the program, as well as demonstrate how to increase buy-in and participation from the community. The Houston ISD Board of Trustees* pledge their support for local sustainability of after school programs and will assist schools in their assigned districts to meet their goals to continue the programs. They have agreed to reach out to the broader community of resources as well as work within the district to find additional funding that can support the schools. The ten campuses in this application will utilize the following timeline of strategies, resources and activities for implementing a plan to address continuing their programs after the grant funds have ended:

September 2018-ongoing

- New volunteers will be recruited to enhance existing partnerships and strengthen the program implementation
- An advisory council will be formed on each campus to address the needs of each program and begin formulating strategies to sustain the program
- Consideration will be given to assessing a small sliding-scale fee from parents to sustain program activities after the program ends
- Site Coordinators will develop a portfolio of funding sources and opportunities for continuation of enrichment activities

October, January, April, June (each year of the grant)

- Advisory Council meetings will be regularly scheduled with formal agendas and documentation of meeting discussions. Meeting focus: program activities review, student/parent participation totals, effectiveness of service providers, satisfaction survey results, sustainability etc.
- Potential community partners will be invited to visit the centers and activities
- Campus leadership will discuss sustainability of the program to determine what campus funds can be “earmarked” to sustain the program

Ongoing

- Provide program staff training as opportunities are identified
- Offer families of participating students well planned activities that are specific to their needs
- Conduct quarterly satisfaction surveys of students and parents
- Monitor program activities in collaboration with evaluator to determine program effectiveness/grant compliance

*Letters of support from the majority of the locally-elected school board are attached.

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

County-district number or vendor ID: 101912

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.**

Each school will contribute to the annual cost of operating the proposed after school programs from school budgets, other federal, state, and local programs, donations, services provided by partners and fundraising. All participating campuses will utilize existing building space in their schools, also eliminating utility expenses from the extended day and summer operations. Each campus will guarantee access to computer labs, classroom space, gymnasiums, auditoriums and outdoor recreational areas needed for activities. Title I schools, will draw from federal Title I funds to support extended learning time, before or after school tutorials in small group settings and parent activities for at-risk students. Title I funds will also be used to assist with parental involvement activities. Title III funds will be utilized to support English Language Learners. Several of the participating campuses currently offer parenting classes and adult education programs such as ESL, computer, and GED classes at a discounted rate through Houston Community College. Schools will utilize their existing community and business partners to coordinate revenue streams and donated services to ensure their program has the most impact.

Other programs that will be supplemented by the proposed program are, but not limited to, mentoring-programs in which individuals help guide students in various aspects fo their lives, such as socialization, career exploration, etc.; sports-activites that encourage team building, self-confidence and alleviating stress; gardening- used for integrating TEKS standard through garden lessons and how to optimally utilize the school gardent; art access/activities-offers opportunities for students to explore their interests and creativity; college readiness-college visits, review of sample applications, financial aid research, etc.; famiy outreach services-connecting families to resources and agencies; adult literacy/GED/ESL classes, STEM-robotics, etc.; and workforce readiness/skill building- exposure to different careers through inviting speakers to the programs, completing career inventories, etc.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912 Amendment # (for amendments only):

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

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Emerson Elementary School 9533 Skyline Houston, Texas 77063-5215		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101912149				
	Cost per student	\$971.48				
	"Regular" student target (to be served 45 days or more annually):	133	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Fondren Elementary School 12405 Carlsbad Houston, TX 77085		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101912153				
	Cost per student	\$971.24				
	"Regular" student target (to be served 45 days or more annually):	133	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Gallegos Elementary School 7415 Harrisburg Houston, Texas 77011-4740		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	01912291				
	Cost per student	\$971.24				
	"Regular" student target (to be served 45 days or more annually):	133	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						

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Schedule #17—Responses to TEA Program Requirements (cont.)						
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Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Gregory Lincoln Education Center 1101 Taft Houston, Texas 77019-4537		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101912058				
	Cost per student	\$971.25				
	"Regular" student target (to be served 45 days or more annually):		133	Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Holland Middle School 1600 Gellhorn Houston, Texas 77029-3328		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101912050				
	Cost per student	\$971.24				
	"Regular" student target (to be served 45 days or more annually):		133	Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Law Elementary School 12401 South Coast Houston, Texas 77047-2736		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101192269				
	Cost per student	\$976.71				
	"Regular" student target (to be served 45 days or more annually):		157	Parent/legal guardian target (in proportion with student target):		35
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 101912		Amendment # (for amendments only):		
Center 7	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
	Madison High School 13719 Whiteheather Houston, Texas 77045-4421	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input 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:	101912010		
	Cost per student	\$975.22		
	"Regular" student target (to be served 45 days or more annually):	182	Parent/legal guardian target (in proportion with student target):	35
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
	Estimated transportation time			
	Center 8	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Milne Elementary School 7800 Portal Houston, Texas 77071-1700		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:		101912299		
Cost per student		\$971.25		
"Regular" student target (to be served 45 days or more annually):		133	Parent/legal guardian target (in proportion with student target):	35
		Feeder school #1	Feeder school #2	Feeder school #3
Campus name				
9-digit campus ID number				
Estimated transportation time				
Center 9		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
	Pugh Elementary School 1147 Kress Houston, Texas 77020-7416	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101912223		
	Cost per student	\$971.24		
	"Regular" student target (to be served 45 days or more annually):	133	Parent/legal guardian target (in proportion with student target):	35
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			

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Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 101912				Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Wisdom High School 6529 Beverly Hill Houston, Texas 77057-640		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input 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:	101912009			
	Cost per student	\$971.25			
	"Regular" student target (to be served 45 days or more annually):	133	Parent/legal guardian target (in proportion with student target):	35	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name:				
	9-digit campus ID number				
Estimated transportation time					

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

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Upon receiving the Notice of Grant Award, all principals will be contacted to meet to review the grant and to actively begin implementing the program. The Manager of the After School Programs Department will assist principals with hiring Site Coordinators with the skill set suited to their program and community. Strong candidates will have excellent communication skills and be adept at organizing programs, recruiting volunteers, hiring vendors, and budgeting. Strong consideration will be given to candidates who are bilingual and have knowledge of education and community relations. The principal will have routine communications with program and district staff regarding all aspect of the after school program. Site Coordinators will report directly to the school principal and will be responsible for all after- school center operations.

The Project Director will train newly hired Site Coordinators and this group will be a cohort that is encouraged to share resources, strategies and knowledge. They will complete documentation for TEASE access and receive a handbook of policies and procedures, as well as marketing and registration documents for students and parents in the languages of choice in each centers' community. The Manager of After School Programs will develop budgets based on the approved grant application and provide campuses with access in a timely manner. The manager will also monitor each center's budget throughout the grant to assure that all spending is in line with state and federal fiscal guidelines. Site Coordinators will solicit proposals from service providers immediately upon hiring to ensure services are set to begin no later than September 1, 2018.

The Project Director will facilitate monthly meetings with Site Coordinators to support them in their daily operation and management of each center. Meetings will include professional development (PD) and necessary training on issues such as security procedures, classroom management, behavior management and program policies and procedures. Speakers will be brought in to discuss relevant topics. These monthly meetings will also serve as an opportunity for Site Coordinators to discuss successful strategies for running their program and collectively brainstorm solutions to challenges that arise. In addition to training provided by Texas ACE, Project Director will work with Site Coordinators and the Texas ACE program staff on developing thematic units that are creative and engaging based on the Texas ACE Blueprint. The Project Director can also coach Site Coordinators and staff to work with regular school day teachers to discuss learning objectives where certain students have deficiencies and develop a plan for addressing them in tutorials. The project director will also bring in other specialists during monthly meetings, either vendors or district level staff, to provide PD to center staff such as an IT specialist to demonstrate how staff can better use technology like tablets in tutorials or enrichment activities. The Family Engagement Specialist will work with coordinators on designing the adult programming schedule as well as train coordinators and staff on how to better engage parents in student learning.

The After School Programs Department will develop a rubric on which each center will be evaluated annually and part of monthly meetings will be used to share and explain the rubric with coordinators. The Project Director, Family Engagement Specialist and external evaluator will regularly visit each Texas ACE site to observe academic and enrichment activities. The Project Director will utilize site visits to ensure the site coordinator is consistently communicating and sharing information with school administrators about the program to align academic supports to classroom instruction. The Project Director will also solicit feedback from Site Coordinators on their progress toward program goals as outlined in the grant application. The Project Director will host semi-annual meetings with the CAC, community stakeholders and other district/program staff to discuss progress towards outlined goals and objectives.

The proposed program budget plan has been carefully calculated to address not only the number of students that can be served, but the needs of the students interested in the program. The budget plan includes salaries, extra duty pay, supplies and materials, administrative support staff and payment towards the evaluator of the program.

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

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Guided by an independent evaluator, each schools' participating staff and consultants will observe, interview and survey administrators, teachers, students, and parents, as they participate in activities. The independent evaluator will adhere to HISD and TEA Evaluation guidelines to ensure the required data elements are collected, evaluated and submitted in a timely fashion and in the format requested by the state. The evaluator will be required to integrate TEA's principles of effectiveness into the evaluation design for the proposed 21st CCLC Cycle 10 grant. The independent evaluator will coordinate and implement an evaluation plan, with the Project Director, ten Campus Principals, and ten Site Coordinators, that will effectively measure the success of the program to reach the stated goals and objectives. The evaluation plan will include tasks, related to the evaluation process, and a timeline for when quantitative and qualitative data, at each center, is gathered at regular intervals and forwarded to the independent evaluator for analysis and reporting of results. The evaluation plan will also integrate the four components of academic assistance, enrichment, family and parental support services, and college and workforce readiness into the formative and summative evaluation design across the ten participating centers.

Each site coordinator will be responsible for coordinating and facilitating all quantitative and qualitative data collections methods for the proposed project with the independent evaluator. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: (1) Student and adult participant climate surveys conducted quarterly; (2) Academic achievement and test scores reported and evaluated by grading period, semester, and annually for student participants; and (3) The numbers of parents, community members, students and faculty participating in project activities reported quarterly and annually. Depending on the scale level of the data collected, qualitative and/or quantitative analytical procedures may be used to process and present the product evaluation findings. Each school will be responsible to enter their data into TX21st (i.e., the 21st CCLC Student Tracking System) and PEIMS, as well as, collect data and report on the mandatory USDE/TEA performance measures.

Center level qualitative and quantitative data will be collected by each Site Coordinator and provided to the evaluator. Data collection methods will include project records, student records, assessment results including benchmarks and STAAR, and survey results – including but not limited to: (1) Student and adult participant climate surveys conducted quarterly; (2) Academic achievement and test scores reported and evaluated by grading period, semester, and annually for student participants; (3) Attendance and discipline data for the program as well as school-day and (4) The numbers of parents, community members, students and faculty participating in project activities reported quarterly and annually. Qualitative and/or quantitative analytical procedures may be used to process and present the product evaluation findings. Each school must enter their data into TX 21st and PEIMS, and collect/report data for mandatory USDE/TEA performance measures.

The Project Director will analyze center-level data to assess project delivery. If data are missing, incomplete or inaccurate the Project Director will meet with the coordinator to address the deficiency. If a center's data reveals low attendance, unsatisfactory student or parent feedback, or ineffective programming, the Project Director will meet with the Site Coordinator and campus administration to make adjustments to programming, increase staff training and set a timeline and benchmarks for improvement.

The evaluator will present final evaluation findings at the September 2019 collective meeting. This presentation will be available to district staff and community members.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 101912 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 checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

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

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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 checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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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County-District Number or Vendor ID: 101912

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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County-District Number or Vendor ID: 101912 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 101912 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 checked="" 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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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):	
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p>Failure to complete this schedule will result in an applicant being disqualified.</p>			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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