2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1

Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY
Grant Period:	August 1, 2018 – July 31, 2019	Write NOGA ID
Application deadline:	5:00 p.m. Central Time, May 1, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 PM 1:56
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name			County-District #		Amendment #	
Coleman I.S.D.			042-901			

Vendor ID #	ESC Region #				DUNS #	
75-6000744	15				100606839	

Mailing address			City	State	ZIP Code
P. O. Box 900			Coleman	TX	76834-0900

Primary Contact

First name	M.I.	Last name	Title
Paul		Martin	Technology Director
Telephone #	Email address		FAX #
325-636-3672	paul.martin@colemanisd.net		325-625-4751

Secondary Contact

First name	M.I.	Last name	Title
Jacque	L	Rosales	ACE Project Director
Telephone #	Email address		FAX #
325-665-2442	jacque.rosales@colemanisd.net		325-625-4751

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
Arthur	C	Casey	Superintendent
Telephone #	Email address		FAX #
325-625-3575	skip.casey@colemanisd.net		325-625-4751

Signature (blue ink preferred)

Date signed

April 27, 2018

Only the legally responsible party may sign this application.

701-18-111-096

Schedule #1—General Information

County-district number or vendor ID: 042-901	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	X	☒
2	Required Attachments and Provisions and Assurances	X	N/A
3	Certification of Shared Services	X	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	X	☐
6	Program Budget Summary	X	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
14	Management Plan	X	☐
16	Responses to Statutory Requirements	X	☐
17	Responses to TEA Requirements	X	☐
18	Equitable Access and Participation	X	☐
19	Private Nonprofit School Participation	X	☐
21	Program Information Addendum	X	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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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: 042-901	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 042-901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 042-901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 042-901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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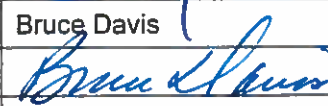| Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 042-901	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	042-901	Arthur C Casey	325-625-3575	$ 708,000
	Coleman I.S.D.		skip.casey@colemanisd.net	
Member Districts				
2.	042-903	David Robinett	325-348-3136	$ 323,000
	Santa Anna I.S.D.		david.robinett@santaannaisd.net	
3.	042-905	Dwin Nanny	325-357-4506	$ 159,000
	Panther Creek CISD		dwin.nanny@pcreek.net	
4.	200-904	Bruce Davis	325-754-5574	$ 310,000
	Winters I.S.D.		bruce.davis@wintersisd.org	
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: 042-901			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:	**$ 1,500,000**

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Schedule #4—Request for Amendment

County-district number or vendor ID: 042-901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
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: 042-901	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: 042-901	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.

This ACE program is a shared services agreement led by the Fiscal Agent, Coleman ISD (CISD), in conjunction with Santa Anna ISD (SAISD), Panther Creek CISD (PCCISD), and Winters ISD (WISD), a priority school for Region 15, which is located in an adjacent county. All centers and adjunct sites are located in safe and clean facilities. Operating within code capacity, each facility will acknowledge cleanliness, food handling techniques, playground and equipment safety, general safety, and other mandates as required by state and district policies. The program has been planned based on the Program-Specific Provisions and Assurances and will be offered at no cost to all participants. Our program will use funds to supplement activities and increase level of services offered following all state mandates, rules, and regulations. Program activities were developed through active collaboration with each school district sharing relevant data. Local needs assessments, Campus/District Improvement Plans, and current ACE program evaluations were utilized to help determine the most effective program to accomplish our needs. As a result of research, we determined our need for improvement in behavioral referrals, math/reading fluency, social studies, science, and postsecondary readiness. These program activities are designed to advance student academic achievement and support student success by improving their school day attendance, core course grades, behavior, promotion/graduation rates, and high school student career competencies. Centers will be located at Coleman Elementary (2-4), Coleman Secondary (5-12), PCCISD (K-2), SAISD Elementary (PK-6), SAISD Secondary (7-12), and WISD (PK-12). Staffing includes (1) Project Director, (1) Family Engagement Specialist (FES), and (6) site coordinators along with qualified staff and contractors who will supervise activities at all times. All employees are fingerprinted and undergo background checks and will be required to attend training throughout the year. Programming will start after the first day of class begins and will carry throughout the school year and six (6) weeks into the summer for a total of 40 weeks with 15 operational hours per week during the school year and 16 per week in the summer. Free transportation to and from the ACE program will be provided to assist working families. Due to low reading and math scores, we will put greater emphasis on reading and math skills utilizing special programs afterschool for elementary and junior high students such as *Reading Plus* and *Reflex Math*. All academic, academic enrichment, and accelerated learning activities will be intentionally designed to address student need and voice and align with school day and state standards. Activity/Lesson Plans will be utilized to reflect the specific ACE component emphasized for each activity and relate directly to the program goals, local objectives and strategies, as well as the program description and project requirements. All activities are designed to help the student discover their interests, increase school attendance, and improve students' assessment scores. Our target populations include economically disadvantaged, at-risk, and special needs students enrolled in our high poverty, low performing districts. Staff will use Social Emotional Learning (SEL) techniques in conjunction with *Why Try* to encourage positive behavior and to assist students who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models to improve their academic performance and their school day attendance. In addition, throughout the year we plan to have special programs on drug/violence prevention and offer in school counseling during ACE to those students with a written history of similar problems that may be keeping them from succeeding. Most students have school laptops that can be used afterschool at ACE and taken home for homework. These laptops are the outcome of continuous sustainability efforts and immersion projects through previous grant funding streams such as TIP funds. For high school students, we will offer programs for academic assistance and enrichments but focus our efforts on offering activities to improve their college, workforce, and/or military readiness. These program activities include welding and metal art, Certified Nurses Assistant (CNA), Fire Rescue and EMT Training, HVAC and other construction certifications, culinary arts, and STEM careers such as robotics, drones, and rocketry. In partnership with a local community action organization, Central Texas Opportunities, Inc.(CTO), we will provide financial literacy classes to all secondary students and parents. The Family Engagement Specialist will work with CTO and other local organizations including ESC 15 to help offer programs such as GED, ESL, and computer literacy classes for ACE parents. We will be offering programs for parents to educate them on learning techniques to assist with their child(ren)'s school work. We will provide parent programs that will support nutrition and healthy eating as well as offer family activities to allow students and parents to engage in healthy and active lifestyles. Through our evaluation, we have found that the more you can get the parents and students active together, the program will have better participation and engagement of families with a greater sense of parental active involvement in their child(ren)'s learning. Field trips will be offered to extend the school day objectives and offered as an enrichment activity to encourage students to explore options outside their current education. Virtual field trips will also be used to expose our students to the excitements of the world that are well beyond our geographic location.

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

Schedule #6—Program Budget Summary

County-district number or vendor ID: 042-901	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	$1,044,436	$ 30,000	$1,074,436
Schedule #8	Professional and Contracted Services (6200)	6200	$ 181,750	$ 18,000	$ 199,750
Schedule #9	Supplies and Materials (6300)	6300	$ 117,417	$ 0	$ 117,417
Schedule #10	Other Operating Costs (6400)	6400	$ 34,500	$ 100	$ 34,600
Schedule #11	Capital Outlay (6600)	6600	$ 47,797	$ 0	$ 47,797
	Consolidate Administrative Funds			☐ Yes X No	
	Total direct costs:		$1,425,900	$ 48,100	$1,474,000
	Percentage 2.639% indirect costs (see note):		N/A	$ 26,000	$ 26,000
	Grand total of budgeted costs (add all entries in each column):		**$1,425,900**	**$ 74,100**	**$1,500,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$312,790	$ 7,210	$320,000

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: 042-901		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	0	$ 51,000
5	Site coordinator (required)	6	0	$ 218,730
6	Family engagement specialist (required)	1	0	$ 37,171
7	Secretary/administrative assistant (site)parttime	2	0	$ 18,400
8	Data entry clerk	0	1	$ 5,000
9	Grant accountant/bookkeeper	0	2	$ 17,500
10	Evaluator/evaluation specialist	0		$
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	IT Specialist (Grant Level)	0	1	$ 12,000
20	IT Specialist (Center Level)	0	2	$ 7,350
21	Title			$
22			Subtotal employee costs:	$ 367,151
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$ 1,500
24	6119	Professional staff extra-duty pay		$ 424,600
25	6121	Support staff extra-duty pay		$ 151,000
26	6140	Employee benefits		$ 130,185
27		Subtotal substitute, extra-duty, benefits costs		$ 707,285
28	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$1,074,436**

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: 042-901	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:	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Transportation services for ACE students to and from ACE Program Sites	$ 107,000
2	Evaluation of ACE Program	$ 18,000
3	Dance Skills Enrichment Classes	$ 7,000
4	Photography Enrichment Classes	$ 10,000
5	Metal Arts Enrichment Classes	$ 8,000
6	Positive Action Speakers/ACE students and parents for behavior improvement	$ 5,500
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	b. Subtotal of professional and contracted services:	$ 155,500
	c. Remaining 6200—Professional and contracted services that do not require specific approval:	$ 44,250
	(Sum of lines a, b, and c) Grand total	$ 199,750

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: 042-901	Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

1	Laptop @ 999 per laptop (Center 6, Winters Site Co-ordinator)	999	
15	Tablets @ 330 per tablet (Center 6, Winters), (student use for homework assistance and enrichment activities)	4,950	
2	Video Game Software (Centers 2 – 30 students @ 30 per student) Center 5 – 20 students @ 30 per student)(a supplemental curricula that Aligns to Common Core, State Standards & classroom instruction)	1,500	7,449

	Expense Item Description	Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$ 109,968
	Grand total:	$ 117,417

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: 042-901		Amendment number (for amendments only):	
Expense Item Description			**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.		$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.		$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.		$
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:		$ 0
	Remaining 6400—Other operating costs that do not require specific approval:		$ 34,600
	Grand total:		$ 34,600

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: 042-901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	Mind Works Resources (Center 4 – Academic Enrichment)	1	$ 10,860	$ 10,860
13	Reading Plus Software (Center 6 –Reading Comprehension)	1	$ 6,900	$ 6,900
14	Reflex Math (Center 4 – Mastering STAAR)	1	$ 3,295	$ 3,295
15	USA Test Prep (Center 2,3,6 – Mastering STAAR)	1	$ 24,150	$ 24,150
16	Messaging Program (Grant Level – Communicate/Enhance Safety)	1	$ 2,592	$ 2,592
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:	$ 47,797

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: 042-901	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	Min: Bachelor in Education or related field or equivalent training, strong communication, PR & interpersonal skills, organization & time management skills, written & verbal communication skills, proficiency in Microsoft Office, supervisory experience, budget management experience
2.	Site Coordinator(s)	Min: Associates in Education or related field or equivalent training, ability to maintain positive working relationships with public & frontline staff, organizational & time management skills, proficiency with Microsoft Office, knowledge of community resources
3.	Family Engagement Specialist	Min: Associates in Education or related field or equivalent training, strong communication & interpersonal skills, familiar with the community & support agencies, must be adaptable to meet the needs of the families; work flexible hours to work in evening.

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.	Improved Academic Performance	1.	Reduce numbers on failure list by 10%	08/27/18	05/30/19
		2.	Decrease in missing/late homework assignments	08/27/18	05/30/19
		3.	Increase numbers on A and AB honor roll by 5%	08/27/18	05/30/19
		4.	3% improvement in core subject grades	08/27/18	05/30/19
		5.	Improve results on math/reading STAAR/EOC	08/27/18	05/30/19
2.	Increased school day attendance	1.	Active recruitment for ACE Program	08/27/18	05/30/19
		2.	Complete student surveys for voice and choice	08/27/18	09/30/18
		3.	Implement enrichment activities of high interests	08/27/18	05/30/19
		4.	Increase parental engagement by 10%	08/27/18	05/30/19
		5.	Implement partner mentorships	08/27/18	05/30/19
3.	Increased promotion/graduation rates	1.	Increase numbers on A and AB honor roll by 5%	08/27/18	05/30/19
		2.	3% improvement in core subject grades	08/27/18	05/30/19
		3.	Increase passing rates on STAAR/EOC	08/27/18	05/30/19
		4.	Identify target students early to develop individual strategies	08/27/18	05/30/19
		5.	Review/adjust strategies quarterly	08/27/18	05/30/19
4.	Improved Behavior	1.	Train staff in classroom management and *PBIS*	08/15/18	07/13/19
		2.	Implement *PBIS*, *WhyTry*, and *SEL* immediately	08/27/18	07/13/19
		3.	20% fewer recorded discipline referrals	08/27/18	07/13/19
		4.	Reduce numbers in detention	08/27/18	07/13/19
		5.	Decrease ISS and/or DAEP assignments by 10%	08/27/18	05/30/19
5.	College, Career, and Military Readiness	1.	All Sophomores/Juniors/Seniors attend college and job fairs	08/27/18	07/13/19
		2.	Students trained in interviewing, FAFSA, resume writing, and physical fitness	08/27/18	07/13/19
		3.	Increase career certifications and dual credit offerings before graduation	08/27/18	05/30/19
		4.	Improvement on ASVAB test scores	08/27/18	05/30/19
		5.	50% accepted to college upon graduation	08/27/18	05/30/19

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

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 042-901	Amendment # (for amendments only):

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

For this grant, Coleman ISD (CISD), Santa Anna ISD (SAISD), Panther Creek CISD (PCCISD), and Winters ISD (WISD), will be providing before-school & afterschool programs that will address the individual school districts' needs as discovered through their own needs assessments, TEA school performance reports, student & family surveys, and the community needs assessments completed through Central Texas Opportunities, Inc. (CTO). Other resources used to determine community needs are our current ACE evaluations as presented by Wexford Institute, the Strategic Plan developed through partnerships between the economic development boards, Coleman County Coalition, City of Coleman, CTO, the ACE program, and the information obtained during the Community Accountability Roundtable meetings. Surveys from the Family Engagement Specialist (FES) found families need assistance in transportation, food during the weekend and holidays, discipline, and parent/teacher meetings. Parents added suggestions that they would participate in health/well-being activities, activities they could do on campus with their child, and college planning workshops. CTO operates in several counties surrounding Coleman including Runnels County. The results found in their assessments showed that Winters, Texas demonstrated similar needs to Coleman county that could be addressed through the ACE program. All areas have a major reliance on agriculture and continue to deal with the effects of a drought and limited livestock stocking. With few major employers, the combined area has a limited skilled work force with a median age of 40.65 years. Coleman County has a poverty rate of 18.3% with Winters even higher at 23% as compared to the state's rate of 15.6%. Coleman's median household income has improved in 5 years to $42,049. Winters current median household stands at $35,227. State median is $54,727. Coleman currently has a 4.1% unemployment rate as compared to the 7.5% unemployment rate in 2013. Since the insertion of the ACE program, Coleman County has improved its age 25 & older education attainment from 29% who did not complete high school and have no GED to 17.4% overall with no diploma. Winters currently has 34.4% overall population without a diploma. According to *Municipal Leadership is Essential: Quality Afterschool Opportunities Strengthen Cities and Our Youth*, "There are too many social and economic challenges that affect outcomes for young people today that unfortunately make it so easy for many youth to take the wrong turn . . . Supporting afterschool programming is part of our education improvement strategy, economic development strategy, neighborhood development strategy, and crime prevention strategy." With local support, the ACE program will address our community needs lack of skilled/educated workforce, family involvement, drug awareness and prevention, lack of accessible afterschool care, and increasing crime rates. Coleman County Community Network (CCCN), a network of local businesses, industries, financial institutes, and county/city government, became a rural role model for not only technology but for collaborative efforts that unite a community. We have continued that collaboration through various other grants, including the ACE program. All partners have been successful in leveraging their participation with other grants, resources, and sharing their knowledge. Individuals from these partners will make up our community advisory council. It encourages leveraging and maximizing our resources within our individual communities. Community input has been beneficial in setting measurable goals and ranking impacts on the students and families. Our partnerships with local businesses and organizations will contribute to the overall postsecondary and workforce preparation. Cisco College continues to offer assistance in welding and planning for the Career Development Center. CCMC and CTO, with assistance from ACE, will provide CNA training. These groups have educated approximately 150 new CNA's over the past few years through current partnerships and plan to continue efforts in the future. To address family involvement, we will provide services, classes, referrals and resources to assist parents to engage in their children's education and career readiness. Programs will include, but not be limited to, "Parenting Wisely" in collaboration with Family Service Center, ESL and computer skills classes, Parent's Night to review school learning strategies, FAFSA assistance, nutrition and physical activities, financial literacy, and skill building. For drug awareness, we offer "Hidden in Plain Sight", a program that empowers parents to be informed and able to intervene if they believe their child is using drugs/alcohol. HIPS room décor offers hidden compartments and concealed items possibly located in a teen's bedroom. Due to lack of adequate daycare facilities in our area and high cost of childcare, most working families are unable to find and/or pay for childcare. Without our free afterschool program, there would be a huge number of young children left alone after school. Also, research shows that during after school time (3-6pm) the adolescent crime rate increases in areas without an afterschool program. Our proposed program will help to keep kids off the streets and deter troubling behavior. Our targeted population for ACE continues to be economically disadvantaged, at-risk, and special needs students.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 042-901	Amendment # (for amendments only):

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

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

CISD, as the Fiscal Agent, has entered into a Shared Services Agreement with other Title I districts SAISD, PCCISD, and WISD to provide leadership, assistance, and direction toward a successful and productive ACE program. There are no large community-based organizations within a reasonable geographic proximity to any partner. All schools are rural with Abilene being the closest large city. County schools are 52 miles or more with driving time 60 minutes from Abilene; Winters 40 miles with 47 minutes driving time. Therefore, due to our rural location, we will partner with local area partners including, but not limited to, Coleman Public Library (CPL), Winters Public Library (WPL), Central Texas Opportunities, Inc. (CTO), Coleman County Medical Center (CCMC), Family Service Center (FSC), and Texas Agri Life (4-H). To encourage reading fluency and academic performance, the libraries will offer special reading programs as an academic enrichment during the year including special sessions during the summer. The CPL has a long history of applying and working with grants. Grants awarded have been from the Tocker Foundation for special projects including digitalization, Texas History Books, equipment, special and appropriate renovation funds; Friends of the Coleman County Foundation for books, equipment, renovation funds, and a 3-D Printer; Texas Book Festival and Libi Foundation for books; United Ways of Texas for a GO Center for College students; Texas BOP for technology. They partner with the Abilene Library Consortium including the 3 colleges in Abilene (McMurry, Abilene Christian University, and Hardin Simmons University). From the CPL website students can access the Dr. Walter M. Woodward Historical Texas History Collection, permit practice testing, MackinVia, Tumble Books, eBook download, TexShare Databases, and Interlibrary loans. From the facility, students have access to a WWII History Collection, a 32-computer lab with fast wireless connections, and a local genealogy lab. Our continued partnership with CPL will increase our ability to sustain funding. WPL has a strong Job and Career Search program that can help the student find employment under Big Country Job Search, Monster, Career Builder, and Indeed. Links available at the WPL are U. S. Citizenship, Social Security, Texas Driver's License, IRS tax information, and Internet access for career planning, research, and Email. In addition, TexShare and Overdrive is available. Both facilities serve as a safe environment for kids; therefore, they each will serve as an adjunct site and host in their community room summer recess activities specially designed for our young and teen readers. Both libraries will provide Summer Reading programs. Both library partners are important in their participation for 1) improved Academic Performance, 2) Increased promotion and graduation rates, and 3) Improved college, career, and military readiness. CTO will assist in the financial programs and in conjunction with CCMC will continue to offer CNA classes. The partnership provides an important link to job skills training and improving college, career, and military readiness. CCMC will provide programs including Disease Prevention Education, Child Safety Prevention, Child Abuse. Education and Prevention, and Health Fairs. FSC will continue *Parenting Wisely* classes and add anger management, counseling and mediation services. Texas Agri Life Extension Service through 4-H offers monthly meetings with parliamentary procedures, animal and educational project participation, leadership, skills training, and special program presentations. Our continued partnership is important in the program for teaching better citizenship, improved academic performance, improved behavior, and improved college, career, and military readiness. As in all ACE programing, activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC or other state required ratios. All volunteers from our partners will be required to undergo criminal background checks. To better offer ACE program strategies, partners will be given a written handbook with policies and procedures for operating our programs. Each partner will attend regular meetings where everyone can share constructive ideas and/or problems. These interactions build a team atmosphere, which is encouraging to the participants and an important component to success. For the ACE Program, meetings will be planned in advanced and documented with attendance list and minutes. All partners will serve on the Community Advisory Council to ensure program success by referring to 1) ACE goals and objectives, 2) ACE four activity types, 3) state standards, 4) offer engaging learning strategies, 5) offer strong student and family involvement, and 6) continue to monitor the discovery by staff and participants of student's out-of-school time. The sustainability plan as discussed in Schedule #16: 9 will be implemented with each partner continuing their current participation levels.

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

Previous experience with the schools reflect great strides in utilizing the ACE program to improve TEA accountability and distinction designation. Academically before ACE Cycle 8 (C8), CISD JH was rated Academically Unacceptable with all other campuses, in one or more areas, not meeting standards. In 2017 according to TEA, all schools met standards. Distinction designation and system safeguards show an improvement on campuses that participated in the ACE C8. WISD shows a need of improvement in performance rates (6 out of 16 for a total of 38%). With WISD rated a priority school for Region 15 on their junior high campus, we will address their needs individually. WISD elementary and junior high schools remain still on the Public Education Grant (PEG) fund list due to low passing rates on STAAR. With our leadership in ACE Cycle 10, we believe we can assist WISD reach standards much faster. **Our target for this grant for all schools is to continue reading and math fluency, but insert strategies for deficiencies in science, social studies, and postsecondary readiness.** We continue to believe the academic support aligned with the school day both in the early morning before-school and afterschool is important. According to MetLife Afterschool Alert, *Keeping Kids Safe and Supported in the Hours After School*, "a positive environment where students can build their social and emotional skills alongside adults who they trust---learning to work well with others and communicate effectively, understanding how to deal with challenging situations productively, and making sound and thoughtful decisions themselves---will help students gain the competencies that will serve them well as they move on through life." Our program strives to provide a safe environment that will shape the trajectory of students through all phases of their education and prepare them for college and careers. The program offers students the opportunity to complete their homework with the assistance of a teacher who would re-teach concepts from the school day using different teaching methods. Of most importance, the at-risk students gain confidence in being able to understand the concepts from the different teaching methods and complete their homework at an increasing rate. Our Y4 Wexford evaluation reflects "Students like interacting with a teacher who was not their daily classroom teacher. Students can also access computers and Internet during this time. This is important because few students have Internet access or parent support at home to help with homework." We will continue to offer other enrichments including, but not limited to, college/career and family engagement. In the first four years of ACE C8, we had over 90% of the 1446 students enrolled at the six centers with attendance averaging 102.5 days. For a successful student program, it will be a priority to involve the parents and have strong parent participation. The stronger the parent participation (885 active adults currently) the more the student attends both school and the ACE program, which results in increased attendance rates and less discipline problems. Parental evaluation statistics from parent's evaluations show that the program has an effective family engagement program that exceeded its targeted number of adult participation (460) by 92%. Examples of family events are making mums together for Homecoming, participating in color runs, day camping at Memory Lake, attending "parent-child" dances, swimming during the summer's Family Swim Night, and viewing science/history projects. We have discovered that having a flexibility in programming is important to the student and parents. Our goal is to expose the student to activities they had never been exposed to and encourage interests through exploration and discovery. Most families have limited financial resources and cannot afford to offer activities that ACE will provide like guitar, dance, and choir. Continuing flexibility with input from the students will keep attendance rates high. In teachers' surveys, 29% report a noticeable improvement in school day classroom behavior and a decrease in discipline referrals for students who attend ACE. The schools will use *Why Try*, *Skills Streaming*, and other Social Emotional Learning (SEL) techniques to help improve student behavior, academic success, and decrease in the failure list. Student advancements will continue to improve with the multi learning concept of different teachers. Keeping the student involved and active within the ACE program has been a major component in the success of student advancement. We will continue to offer job skills training classes in welding, CNA, culinary arts, robotics, rocketry, and drones. HS graduation and career competencies are being addressed in a more permanent solution, which includes ACE program assistance in helping design a Career Development Center that will offer a more efficient space for programing. In the future, it will house area colleges, provide more job skills training for both students and parents, and will be convenient for all schools in the ACE program to attend.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 042-901	Amendment # (for amendments only):

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

An ultimate goal for all campuses is to help students meet state and local academic standards and help students graduate ready for college and/or the workforce. We have a confirmed history as stated in our Wexford evaluations of effectively implementing a high quality of programs for the attainment of our stated goals. We continue to leverage and combine our resources that are available within our rural communities. Our program has committed to best practice procedures and will continue with those practices including the insertion of Social and Emotional Learning (SEL) techniques. SEL strategies offer low-cost, low-burden options for rural districts. We have found the early insertion of SEL is more beneficial for bullying prevention than programs that cost much more money. As reported by Jones, Bailey, Brush, Kahn, and the Harvard Graduate School of Education in December, 2017 in a brief commissioned by the Wallace Foundation that draws upon <u>Navigating Social and Emotional Learning from the Inside Out</u>, our program has found that ". . .preparing children to be caring, ethical, contributing adults requires supporting them to develop social, emotional, and character skills that include focusing and deploying attention; understanding and managing emotions; empathizing with and respecting others; navigating social conflicts effectively; and standing up for principles of justice and fairness." We will be developing with the assistance of our evaluator, our own kernels that target bullying, bad behavior, and student frustrations. Once introduced and established, these kernels will be more potent and more feasible for our schools, afterschool program, and eventually as Wallace Foundation suggests, ". . . provide a flexible and cohesive approach to SEL across contexts". From 2016 *America After 3PM, Growing Importance of Afterschool in Rural Communities,* "Rural parents also view afterschool programs as a place where the social and emotional growth of their child is supported. . .a strong majority of rural parents agree that programs help children develop social skills through interaction with their peers (77%), reduce the likelihood that youth will engage in risky behaviors (72%) and help children gain workforce skills including teamwork, leadership, and critical thinking (65%)." CISD Junior High is currently using Positive Behavioral Intervention Strategies (PBIS). Because of their success, we will introduce this program to other centers in the fall. All other schools, including WISD will also use *Why Try* and/or concepts from both *Why Try* and SEL to promote positive youth development. Our plans will allow children to learn through our hands-on, academically enriching activities preparing them for college and/or the workforce. They can explore educational pathways in the arts, STEM, or workforce skills. A main resource for staff to use and introduce for future research is "Afterschool Alliance", an online website for afterschool programs, and the U.S Department of Education 21ˢᵗ CCLC. The ACE Blueprint drafted by TEA will continue to guide our programming. It contains a framework from research findings and offers guidance through reviewed program tools in use by other state agencies. Also, to help provide successful and evidence-based educational activities, we will continue to use research from the American Institutes for Research (AIR). We find <u>Beyond the Bell, 4ᵗʰ edition</u> to be a great resource tool for creating effective afterschool programming. Another powerful resource that will guide our program is a book by Terry K. Peterson called <u>Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success</u>. This book contains information from over a hundred professionals and policy leaders on the best practices, impacts, and future of out-of-school time learning. All academic enrichment and accelerated learning activities will be aligned with the regular school day and state standards. Planned enrichments will be held at centers and/or approved adjunct sites and will continue to enhance the academic-related activities of the regular school day and be aligned with a documented student/campus need. This includes activities like robotics, rocketry, culinary arts, The Summer Reading Program at the public libraries, and the Outdoor Adventure Event at Memory Lake. To promote better discipline and fitness, Cross Fit Kids for students ages 6-13 will be provided for select centers. This kind of activity shows physical results that the student can see and feel. Other challenging activities include, but are not limited to, Print Shop where the students work with community businesses on real work projects; Computer Science with coding at all ages; Simple Coding as young as Kindergarten using Codipillar software; Disc Jockey classes that will teach computer programing, audio editing, and music appreciation. STEM is a main focus for our enrichment activities. The program will utilize resources provided by TEA including the annual conference, web-based training, professional development, Texas ACE Help Desk, technical assistance coaching, promotional materials and outreach, and program monitoring. ACE program provides for the working parent one major accomplishment in their eyes ". . .my children come home with no homework and can be a child for at least 4 hours after ACE instead of more hours of school work after school at home. Big perk!"

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 042-901	Amendment # (for amendments only):

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

Our programs encourage learning and help our students to discover new interests, explore a variety of topic areas, and learn about different cultures and communities. We widen their horizons and show them the possibilities. According to the 2016 *America After 3 PM Special Report: The Growing Importance of Afterschool in Rural Communities*, "Close to 3 out of 4 parents living in rural communities (73%) agree that afterschool programs can help children with their homework assignments, and 62% agree that afterschool programs can help children gain STEM skills." Each program concentrates on providing support of all different forms including, but not limited to, homework assistance, physical activity, STEM programming, and nutritious snacks and meals. We provide a well-rounded afterschool learning experience by providing exposure to music and the arts to develop teamwork and communication skills. We start in elementary and continue through secondary to expose students to workforce skills development by encouraging teamwork, leadership, exploration of interests, and critical thinking skills. Online curriculum and remediation resources are great tools to prepare students for not only their state tests but also reemphasize school lessons as well. Some online tools we will use to help improve student academic achievement are *Reflex Math*, *Reading Plus*, and *USA TestPrep*. Based on benchmarks, additional instructional time for student preparation for the STAAR/EOC tests will be scheduled during the spring session. Teachers will be available for small group sessions afterschool to concentrate on individual student's specific struggling areas. An academic improvement program in June will allow those students who need additional assistance to pass the state testing an opportunity to concentrate strictly on their deficiencies and to provide those students who need promotion assistance and/or credit recovery the ability to do so. In addition, enrichment activities will emphasize academic achievement and teach skills that will improve their overall success. All enrichment activities are intentional and academically aligned with school day curriculum and TEKS. ACE programs enrichment opportunities include all STEM programs such as NASA Challenges, robotics, electrical engineering, 3-D Printing, chemistry, technology programming, fitness, and Pathfinders (career exploration). Coleman HS will function as an adjunct site with their rocketry equipment, print shop, auditorium, ag shop, and greenhouse. Winters JH and HS will function as adjunct sites with their 30-computer lab room, print shop, STEM classroom, and media room. ACE is working with CCCN, Texas Workforce Solutions, and Coleman County Coalition in the design of a Career Development Center that will promote job skills training. The summer reading programs will be held at CPL and WPL. With the help of ACE staff, both will offer academic assistance throughout the summer. With little or no down time, our students will be working and retaining their knowledge limiting summer learning loss. As reported in 2017 on Afterschool Alliance in *How does afterschool contribute to military readiness?* ". . .students are alone and unsupervised between the hours of 3 and 6 p.m. This block of time is when students experiment with drugs, alcohol, cigarettes, and when juvenile crime peaks. With the military's stringent requirements for enlistment, a criminal record can be an immediate disqualifier from service." In most rural communities, the military is a ticket out of poverty and a reassuring hope for a more prosperous future. Our communities reflect this same problem; therefore, our program is designed ". . .to develop soft skills, a science based-nutrition standard for foods, and the development of physical education programs." In 2016, the Council for a Strong America published a document, *America Unprepared*, showing ". . .data that more than 70 percent of young adults in the United States would not qualify for military service due to obesity and other health issues, poor academic performance, drug abuse, or involvement in crime." Two areas of focus include students working together across social levels and encouraging each other even outside of ACE. To motivate and inspire students to live healthier and more active lives, each program will encourage each student's participation in 5K runs offered through the year. Culinary Arts programs will focus on encouraging nutritional eating habits and preparation of nutritional snacks at home. We will initiate a new gaming program, Dimension U, which engages the student in standards-based curricula through immersive multiplayer video games. It engages the student in math and literacy, builds fluency and reinforces instruction, inspires peer-to-peer collaboration, and progresses the student through CCSS/State-aligned skills. To foster overall student success, additional enrichment activities will expose students to new and exciting opportunities. Students will learn how to play the guitar and chess, gardening, photography, and explore artistic expression in various media, including metal art. All of which will cultivate a desire within each student to set goals for their future and develop pathways for their success.

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

Information will be disseminated through letters mailed to parents and/or placed in the younger students' backpacks as reminders. To be available for all the community, information will be shared with the local newspaper (Coleman Chronicle and Democrat-Voice), the local online news source (colemantoday.com), Runnels County Registry, and the local radio station KSTA. For special events and accomplishments we contact KRBC, an Abilene television station. Our staff are involved with the local radio station directly by providing news stories and upcoming events. Our own Coleman Elementary School News Crew (CES News) creates daily announcements that highlight ACE activities and schedules of events. These are reported every day on the elementary school website. Each school has an individual website, which will be used to announce each center location and update students and parents on activities, events, and schedules. Schools have two (2) separate communication systems that are linked together and available to parents. One system provides voice messaging, text messaging, and email. The second system is a mobile app operated by the Fiscal Agent, CISD, and is accessible to all parents and students through their mobile device. Information includes postings from all the school websites and each centers' social media. Each center will have an Open House to introduce the center to the community, parents, and students. Each adjunct site will have flyers with information about the centers. Because of our rural location and the lack of Internet in homes, we have found the posting of information at local businesses in each individual community an excellent source of distributing information within the communities. We will utilize this source not only to announce the centers but to provide information for special events open to the public. Another successful distribution of information for our rural communities is through publication in church bulletins. This not only notifies our participants but can notify others of activities and the need for volunteers. To promote parental involvement and interaction, each center will host "tailgate parties" at sporting events to inform parents of afterschool programs and summer activities. We also believe quarterly "Parent's Roundtable" meetings will help keep parents and centers informed about their participants. Most partners, including Coleman County Community Network, have a history of collaborating with the ACE program and assisting in the distribution of publicity and posting of events either on their websites or Facebook accounts. A major objective is keeping working families involved with the upcoming FES events through our annual FES calendars released at the beginning of the year. In addressing our Critical Success Factors, we understand the importance of disseminating information so that students and their families are active and participating, engaging in learning, and have an increased sense of involvement in school. We maintain parent and student involvement and use it to revise and evaluate student services. All shared information that is disseminated will include the Texas ACE copyrighted logo. The Fiscal Agent will be responsible for assurances that all campuses comply with the Texas ACE branding guidelines. CISD and SAISD have digital signage in common areas that announce weekly ACE activities for all parents and students to be able to view during the school day. ACE will continue to offer fairs twice a year to display art work/science projects, highlight program activities and equipment, and allow parents and students to sign-up for upcoming activities, events, and clubs. Communities have been given notice of an intent to apply for the 2018-2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1 on Wednesday, April 25, 2018 in the Coleman Chronicle and Democrat-Voice, Runnels County Registry, colemantoday.com, and on each school website and the ACE website.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 042-901	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.**

Due to low socio-economic status and high poverty rates in our area, public transportation continues to be a need identified through our community needs assessment. Our annual ACE parent survey states that working families' most important request is safe transportation for their students before and after school. In order to address this need, our ACE program will provide transportation at no cost for our ACE students. Parents have several transportation options. (1) Each center will provide bus transportation before school to arrive on time for the first session of programming and academic assistance as well as immediately following afterschool programming to take students home. (2) Parents can drop their student(s) off at campus and pick them up at their associated center after programming. We believe this promotes parental involvement and encourages parents to "visit" the center, staff, and teachers. (3) Our older high school driving students will be allowed to provide their own transportation to and from programming. (4) Older students will have the option to walk to and from center programming if we have direct/written instructions and permission from the parent. Grant funds will be allocated for transportation costs for all centers and will be distributed through a transportation agreement with each district which will be responsible for providing the transportation for ACE students in need before and after school. To encourage more participation during the summer, transportation will be provided before and after programming during June for the Summer Academic Enrichment program. Working parents will be pleased to have their "latch key" students safe and off the streets and involved in quality programing. When first arriving, students will be required to sign in at their associated center. This will make it easier to track and evaluate attendance and participation levels at each center. For those students whose parents pick them up from programming, there are strict policies in place. If the child is picked up early, the parent must come into the center and sign the child out on our ACE sign in/out sheet located at the center's office. Each school district has specific release policies that will be maintained. Staff are required to report any incident that occurs. The Project Director will then assign any disciplinary action required. All transportation policies and procedures are available on each school website and in the ACE Parent's Handbook and will be discussed with families during the parent orientations, registration, and Open House. Centers will have the ability to participate in other grant center's activities as desired. The center traveling will be responsible for transporting their students and enforcing their safety precautions. Field trips will be offered to ACE students and each school district is responsible for their transportation and safety procedures as designated. All staff will be trained in CPR and first-aid. Monitors are required for all busses to assure at least two (2) adults are on each bus transporting students. All monitors have mobile phones for emergency use. Bus loading areas have security cameras for the students' safety and as a permanent record. Due to past experience, attendance rosters are completed when students enter their designated bus and are kept at the school in case a situation arises. These procedures ensure students are safely returned home. Student safety is and will continue to be a priority for our 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.**

We will use volunteers who represent other community organizations, 4-H, boy scouts, Rotary, Lions, Kiwanis, Coleman County Community Network members, parent volunteers, retired teachers, and Central Texas Opportunities, Inc. (CTO) staff, as presenters for special programs. We have had numerous presenters who started as volunteers, but due to student interest were contracted to teach specific enrichment classes on a part-time basis. All volunteers will complete a volunteer application and must undergo a background check before working with any student. Any paid staff must be fingerprinted. With an average age of over 46, each community's main volunteer basis are seniors who have retired from successful local businesses, education, or have moved to our community from a more urban area. Many of our urban transplants have a history of traveling and can share their many experiences in a much different light than books. Seniors are a large volunteer base for Coleman Public Library (CPL) and Winters Public Library (WPL). These volunteers are familiar with assisting in their libraries individual summer reading programs. In addition, many of the volunteers for the 4-H projects are experienced with a long history of 4-H involvement. Our local Retired Teachers Association members are active in many of our collaborative partners' activities. CPL and WPL have volunteers who will assist in adult literacy classes, improved reading skills for adults, U.S. citizenship studies, and reading clubs. Our plan is to contact personally these individuals to extend their particular interests to volunteer within our program hours or assist with additional projects. Our success has been providing adult advocates based on a student's need. We will place announcements in the local papers, online media, school websites, local radio station, and church bulletins for volunteers and skilled project facilitators. One of the reasons we like to "advertise" our projects in the local church bulletins is to attract volunteers to contact us about their interest in volunteering for specific projects. All paid staff and volunteers will be provided training and professional development. Training topics will include project-based learning techniques, Positive Behavioral Intervention Strategies, and extended learning opportunities. To better offer ACE program strategies, volunteers will be given a written handbook with policies and procedures for operating our programs. It is important to us to continue touching every student in the programs with as wide a variety of experiences and people as possible.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 042-901	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.

There is a tremendous need for afterschool programming in our rural area. Our local communities have high rates of economically disadvantaged families and numerous "at-risk" students. These families need a safe environment after school where students can continue to learn and be engaged in activities to prepare them for real life outside of our communities. Our sustainability plan provides opportunity for students to continue to have academic support afterschool as well as opportunities to participate in numerous enrichment activities at little cost to the families. We know that a major key to sustainability is a strong array of community supporters and partners who are critical in assessing student needs and discovering community resources. We have support, as a major sustainability piece, in our CCCN and other community partners. Partners include Texas Agrilife Extension (4H), public libraries, Boy Scouts of America, Family Service Center, Work Force Solutions, local churches and other organizations that offer opportunities to students and families at little or no charge. Sustainability of certain enrichment programs will be directed by such partners like 4-H for Culinary Arts, nutritional cooking, and sewing; Coleman Youth Association for fitness and non-UIL sports; Coleman Public Library for books, equipment, 3-D Printer, GO Center for college students, the Dr. Walter M. Woodward Historical History Collection, permit practice testing, MackinVia, Tumble Books, eBook download, TexShare Databases, Interlibrary loans directly from the CPL website, WWII History Collection, a 32-computer lab with fast wireless connections, and the genealogy lab. Plans for financial sustainability include a fee-based program that will include academic assistance during the teachers' required afterschool duty as in-kind services. Snacks will be offered daily through the SFSA program of each district. Following a snack, the students would proceed to an hour of alternating academic enrichment, STEM, Career and College, SEL, or recreational activities. The afterschool program will consist of 38 weeks with 1 week each semester reserved for close up and planning. Students would receive 36 weeks of instruction and enrichment. The Afterschool Sustainability Plan, as operated by each district, is based on 50 students, 100 students, and 150 students. For 50 students, it is estimated three (3) staff plus one (1) part time site coordinator will be needed with a cost for staff at $20 an hour four (4) days per week ($9,120); part time site coordinator at $25 per hour at five (5) hours per day and costing $19,000 for 38 weeks. For 100 students, it is estimated five (5) staff plus one (1) part time site coordinator will be needed with costs for staff at $20 an hour 4 days per week ($15, 200) and the part time site coordinator at $25 per hour at five (5) hours per day ($19,000) for 38 weeks. For 150 students, it is estimated eight (8) staff ($24,320) plus one (1) part time site coordinator ($19,000) will be needed. The summer reading program would be offered at the Coleman Public Library. The schools would continue their sport camps at the expense of the participants. Field Trips and some equipment will be bought with funds raised by parents and coordinated by each Site Coordinator. Technology and equipment will be donated by CCCN and coordinated by each Site Coordinator. Programs developed by ACE and are now in the school day and sustained by each school district include rocketry, elementary STEM classes, robotics, aquaponics education, and metal arts. Equipment and supplies will be provided through donations, existing ACE and district supplies from a $50 registration fee of each child. Transportation, one of the highest cost in the ACE budget, will be the responsibility of the parent. Building, utilities, maintenance and repairs will be district supported. As an example, estimated cost for this program for a weekly rate of $10.00 per student for 50 students would be $18,000; 100 students would be $36,000; 150 students would be $54,000. Estimated cost for this program for a weekly rate of $15.00 per student for 50 students would be $28,500; 100 students would be $57,000; 150 students would be $85,500. Estimated cost for this program for a weekly rate of $20.00 per student for 50 students would be $36,000; 100 students $72,000; 150 students $108,000. Income would allow for some scholarships as decided after enrollment. A survey will be circulated among parents and students to determine needs and the amount they would be willing to pay. The 2016-2017 survey indicated parents would be willing to pay a fee to sustain this program. Local afterschool programs currently available are offered at a much higher rate than our proposed plan. Daycare A charges $10 a day for afterschool care with no assistance in homework or enrichment. Daycare B charges $40 a week for afterschool with no assistance in homework or enrichment. All school boards have accepted this plan for sustainability and recorded it in their minutes.

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

We coordinate with federal programs in several ways. All schools use a combination of Title I, Title II, Title III, and Title IV funds. Our 21* CCLC funds will be used on material and equipment to support the expansion of these programs and outcomes but not to replace them. The districts will provide nutritional snacks based on USDA guidelines through the SFSA snack program every day after school. The Summer Feeding Program offered through TDA will assist with lunches to all who attend ACE summer programming during the month of June. Both of these programs are reimbursed through each district and will not use 21* CCLC funds; however, they provide important nourishment for our ACE students. A new program we will implement is a Water Capture Program in conjunction with NRCS Conservation Program through the USDA that will assist in the maintenance of the district athletic fields that are utilized by other community organizations such as the Coleman Youth Association. This new program will be an educational enrichment activity for our working families. Our coordination with state programs include PEIMS and Texas Department of Agriculture. Student data and report tracking programs such as PEIMS will be used for collecting student information for Texas 21* Century Student Tracking system data reporting. The Program Director will review all reports, data and corrections before submission. Attention will be given to assure data collected from families and students served will be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. CISD will continue to cooperate with any other requirements as specified by TEA and the Texas ACE program. Our program will use the district Title I reporting that highlights the accountability measures and the type of supports that districts use to track and improve student outcomes at both the state and local level. Local programs provide services in various ways. We will coordinate with several other programs to provide effective programming that meets our objectives. We will continue to cooperate and assist the Lions' Club in their weekly distribution of food boxes to needy students and families. We will also continue to work with the local food pantries to fill backpacks with food for the week-ends and holidays. We currently provide food for over 125 families per week in Coleman County alone through these 2 programs and plan to continue these service efforts. Other programs we plan to continue with this funding include our students maintaining and harvesting produce from the Community Garden for the Loaves and Fishes program and other community service projects with local County Extension services through 4-H. Organizations like 4-H and boy scouts offer enrichment programs that do not cost any money but provide good enrichment activities for a wide selection of students. 4-H offers programs in food and nutrition, environmental education, biological science, animals, leadership, consumer and family sciences, and many others. The Coleman Public Library has a long history of applying and working with grants. Our Summer Reading Program at the CPL will continue to use their equipment, 3-D Printer, books, and the United Ways of Texas GO Center for college students. Students can access public resources such as the Dr. Walter M. Woodward Historical History Collection, permit practice testing, MackinVia, Tumble Books, eBook download, TexShare Databases, and Interlibrary loans directly from the CPL website. From the facility, students have access to a WWII History Collection, a 32-computer lab with fast wireless connections and a local genealogy lab. We currently have in-kind donations from local businesses and individuals who want to "add" to the program including, but not limited to, water for races, prizes, rewards of accomplishment, t-shirts for participants, donations for awards and door prizes to entice parental participation, rocketry, and Aquaponics. We will continue to use equipment purchased through Cycle 8 and collaborate with each school to provide additional supplies, software, equipment, and security features as needed to supplement what is currently in place. Each district will provide facilities, utilities and equipment including technology. Each center will contract with their district for transportation.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 042-901	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):	
Coleman Elementary ACE Program 303 West Fifteenth St. Coleman, TX 76834		X 40% or higher economically disadvantaged 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	Pre-K X K-2 X 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	042901102			
Cost per student	$ 1,000			
"Regular" student target (to be served 45 days or more annually):	160	Parent/legal guardian target (in proportion with student target):	85	

	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):	
Coleman Secondary ACE Program 301 West Fifteenth St. Coleman, TX 76834		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	Pre-K K-2 3-4 X 5-6	X 7-8 X 9 X 10-11 X 12
9-digit campus ID number:	042901041			
Cost per student	$ 1,000			
"Regular" student target (to be served 45 days or more annually):	235	Parent/legal guardian target (in proportion with student target):	120	

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Coleman High School		
9-digit campus ID number	042901001		
Estimated transportation time	0		

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):	
Panther Creek ACE Program 129 PR 3421 Valera, TX 76884		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	Pre-K X K-2 X 3-4 X 5-6	X 7-8 X 9 X 10-11 X 12
9-digit campus ID number:	042905001			
Cost per student	$ 1,000			
"Regular" student target (to be served 45 days or more annually):	90	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			

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

County-district number or vendor ID: 042-901   **Amendment # (for amendments only):**

Center 4

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Santa Anna Elementary ACE Program 701 Bowie Street Santa Anna, TX 76878		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	X Pre-K X K-2 X 3-4 X 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	042903101			
Cost per student	$ 1,000			

"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	65

	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):	
Santa Anna Secondary ACE Program 701 Bowie Street Santa Anna, TX 76878		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	X 7-8 X 9 X 10-11 X 12
9-digit campus ID number:	042903001			
Cost per student	$ 1,000			

"Regular" student target (to be served 45 days or more annually):	70	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 6

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Winters ACE Program 702 North Heights Street Winters, TX 79567		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School X 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	X Pre-K X K-2 X 3-4 X 5-6	X 7-8 X 9 X 10-11 X 12
9-digit campus ID number:	200904101			
Cost per student	$ 1,000			

"Regular" student target (to be served 45 days or more annually):	235	Parent/legal guardian target (in proportion with student target):	120

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Winters Junior High School	Winters High School	
9-digit campus ID number	200904041	200901001	

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

County-district number or vendor ID: 042-901 | 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):	
	☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:			
Cost per student	$		

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

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

Center 8

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

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

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

Center 9

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

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

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

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

County-district number or vendor ID: 042-901   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):**
		☐ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☐ K-2 ☐ 9 ☐ 3-4 ☐ 10-11 ☐ 5-6 ☐ 12
	9-digit campus ID number:		
	Cost per student	$	
	"Regular" student target (to be served 45 days or more annually):	**Parent/legal guardian target (in proportion with student target):**	

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

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RFA #701-18-111; SAS #287-19   Page 32 of 44
2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1

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

County-district number or vendor ID: 042-901	Amendment # (for amendments only):

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

Effective planning and project management is important to success and sustainability. ACE management staff will include the Project Director (PD), six Site Coordinators (SC), and one Family Engagement Specialist (FES). This management staff is overseeing our current ACE Program and will continue with our proposed program. They have completed numerous hours of Continuing Education training courses and are experienced in developing and managing effective afterschool programming. Winters ISD is the only district in our consortium that is new to the Texas 21st CCLC grant and we will use our expertise to help guide them as they begin their new program. Program management begins by having all ACE staff trained at each district and center by the Project Director on policies and procedures defined in the Staff Handbook. The Project Director will work closely with each Site Coordinator, campus principals, district Superintendents, and evaluator to ensure programming at each center is safe, appropriate, effective, and meets all program objectives. Our evaluator will assist with continuous student assessments to help determine individual needs and define improvements needed on targeted services. Working closely with campus principals, counselors, diagnosticians, and school day teachers will provide insight on particular student's needs to achieve the greatest impact. Baseline assessments, benchmarks, progress reports, and discipline referral reports will all be utilized to assess student needs and program effectiveness. Our ultimate goals are to help students meet state and local academic standards and help them graduate ready for college and the workforce. We will ensure all programming activities are designed and/or adjusted with these goals in mind. We plan to follow the 10 Key Tasks for Quality Programming laid out in the ACE Blueprint to ensure measured and intentional implementation and program development and management. We will maintain accurate documentation for inventory, procurements, field trips, transportation, nutritional snacks, and all other programming needs according to Every Student Succeeds Act (ESSA) and TEA guidelines. Site and staff observations will be completed by both SCs and PD on a regular basis utilizing the TxPOST Quality Assessment Tool to provide insight on program accomplishments and focus areas. The Family Engagement Specialist will be responsible for making connections with parents to increase involvement in their child(ren)'s education. Parent and family activities will be scheduled regularly throughout the year in conjunction with campus events to provide multiple opportunities for parents to be engaged and involved at the school. At least one family event will be scheduled per month per center during times that parents have voiced availability. Since we have seen huge success in our current ACE program, our center operations will continue to follow a similar format. Services will be provided before and after school at each of the 6 centers for a minimum of 15 hours per week. The programs will take place in a safe facility that is properly equipped and accessible to participants and family members. Our targeted population will continue to be those at-risk, economically disadvantaged, and special needs students and their families. Homework assistance and remediation programs will be offered before school and within the first hour after school. Academic and recreational enrichment activities will be provided during the 2nd hour after school. This ensures at least 2 hours a day for those students who need extra academic assistance. Enrichments are designed and implemented to align with TEKS and school day curriculum but allow for expanded learning opportunities through hands-on and innovative strategies. Our program calendar reflects the districts' school calendars; therefore, we will be able to offer programming for 40 weeks instead of the minimum 35 weeks which includes starting the week after school begins before September 1 and going 6 weeks into the summer. During afterschool programming we will provide nutritional snacks based on USDA guidelines through the SFSA program. The Summer Feeding Program offered through TDA will assist with lunches to all who attend ACE summer programming during the month of June. Both of these programs are reimbursed through each district and will not use 21st CCLC funds. Each center budget includes center level and student level funds. Center level funds vary between each center and will be used to pay Site Coordinator (SC) salary, support staff extra duty pay, SC travel expenses for trainings, FES activities, center supplies, and other center expenses and fees as allowed by the grant. The student level funds are based upon number of students that center plans to serve. Those dollars are used for purchasing supplies and materials needed for student activities, contract services for special programming, transportation costs, front line staff payroll, and other expenses deemed necessary to fulfill program objectives. All 21st CCLC funds will be used to supplement and not supplant current programs and mandates. Programs such as *Reflex Math, Reading Plus,* and *USA Test Prep* will be purchased with student level funding for specific centers to assist in academic achievement and student success by offering guided learning strategies, core subject remediation, and STAAR preparedness.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 042-901	Amendment # (for amendments only):

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

Effective Management will require clear routines and procedures followed up by regular monitoring, quality assurance, and feedback loops that disseminate results to all team members. The Project Director and evaluator will develop implementation plans and timelines and will share the structure with the team members and all partners. Linking project goals with all staff assignments will ensure efficient procedures and will motivate staff by highlighting purposes and outcomes. Technology will facilitate regular communication among team members in different locations. Face-to-face interaction, i.e., weekly staff meetings, will be used in the early stages of project development; thereafter, plans, notes, and progress reports will be posted in a central, web-based workspace, so that all staff members, regardless of location, can easily refer to them. Conference calls, frequent email, and technology-facilitated file sharing such as DropBox and Google Drive will support information flow. Meetings will be run efficiently through use of standard meeting management techniques and the American Productivity and Quality Center (APQC) methodology as the evaluator is trained in APQC. Each meeting will have specific goals and will be driven by an agenda based on APQC. The project team also will monitor the budget using detailed cost reports with expenses by line item and budgeted and actual variances. The evaluators will conduct data reviews each month with project staff. As part of Total Quality Management (TQM) process, a detailed implementation plan for the entire length of the project will be developed during the first month of operation. A Rapid Start-Up process (APQC) will ensure that all staff is ready to begin operations on day one. The ACE Project Director and Site Coordinators will complete quarterly reviews of the program goals and outcomes framed by the ACE Goals, Objectives, Milestones and Timelines. The evaluator will assist with the creation of logic models for each center and will focus on using them as a fundamental evaluation tool. The logic model will serve as the visual representation of our program. It will depict the key components of our program and show the relationships among the resources, activities, and expected outcomes. Logic models are a tool that can help site coordinators and front-line staff stay focused on the objectives, as well as provide a guide for continuous program improvement. The logic models will serve as the foundation of programming planning, evaluation, program management, and communications. CISD agrees to conduct an annual local program evaluation with the assistance of our evaluator that assesses the 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 at both center and grantee levels. The results will be used to refine, improve, and strengthen the local programs and will be made available to the public. In addition to monitoring goal achievement and the annual evaluation, the following will be completed as part of the standard continuous improvement process: (a) Programming and activities at each center will be reviewed monthly by the project director, site coordinators, evaluator and compared to assessments of student progress to identify areas needing improvement, (b) Performance goals for regularly attending students will be evaluated every month by the project director, site coordinators, evaluators, and compared to attendance records and school achievement to identify needed supportive modifications, (c) Data entry and security processes will be reviewed during annual ACE staff training and will be monitored continuously by project director and evaluators, (d) Staff performance evaluations will be completed by the project director on the 12 month anniversary of employment and annually thereafter and evaluations will include identified training needs over and above mandatory ACE training, (e) Spending and progress toward budget will be evaluated by the project director and district fiscal staff every month. All of the above activities will be documented and results will be shared with TEA within stipulated timeframes. These systems and processes will ensure adjustments to the program are data-driven and proactive. CISD understands communication plays a key role in the success of any program and serves as the foundation for continuous improvement. Accordingly, the CISD ACE program staff will facilitate two-way communication between parents, staff, and management. Actively soliciting input from parents and staff will help tailor the programs to meet the specific needs of the students. Communication from management to parents and staff will illustrate that management supports and values their input about the program. Specific vehicles of communication will include updates to the CISD website and each respective campus' website, social media, local newspapers, newsletters, online and paper surveys, district communication messaging systems, and face-to-face interaction with parents and students.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 042-901	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	X	X	X

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 042-901		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	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 042-901	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 042-901		Amendment number (for amendments only):		

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: 042-901	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	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 042-901		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	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 042-901	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	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 042-901	Amendment number (for amendments only):

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

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

Questions

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

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

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

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

Assurances

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

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