

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

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1			
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID Place date stamp here.	
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED  TEXAS EDUCATION AGENCY  2018 MAY - 1 AM 11:19  DOCUMENT CONTROL CENTER  GRANTS ADMINISTRATION </div>	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018		
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division  Texas Education Agency, 1701 North Congress Ave.  Austin, TX 78701-1494</p>		
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>		
Schedule #1—General Information			
Part 1: Applicant Information			
<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>
Houston Gateway Academy, Inc.		101-828	
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>	
	4		
<b>Mailing address</b>		<b>City</b>	<b>State</b> <b>ZIP Code</b>
3400 Evergreen		Houston	TX    77087
Primary Contact			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Elizabeth		McCarthy	Program Director
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
713-540-3629	<a href="mailto:mccarthy@hqashcools.org">mccarthy@hqashcools.org</a>		
Secondary Contact			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Richard		Garza	CEO
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
832-649-2700	<a href="mailto:garzar@hqaschools.org">garzar@hqaschools.org</a>		
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
Richard		Garza	CEO
Telephone #	Email address		FAX #
832-649-2700	<a href="mailto:garzar@hqschools.org">garzar@hqschools.org</a>		

Signature (blue ink preferred) \_\_\_\_\_ Date signed \_\_\_\_\_  
 4-27-2018

*Only the legally responsible party may sign this application.*

701-18-111-105

**Schedule #1—General Information**

County-district number or vendor ID: 101-828 Amendment # (for amendments only):

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

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

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

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

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

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

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

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

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): \_\_\_\_\_ End date (MM/DD): \_\_\_\_\_

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**

Yes:  No:

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

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

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

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

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

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

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

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

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

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

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

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

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

County-district number or vendor ID: 101-828		Amendment # (for amendments only):
<b>Part 3: Program-Specific Provisions and Assurances</b>		
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.	
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.	
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.	
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.	
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>	
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.	
24.	Applicant will comply with any program requirements written elsewhere in this document.	

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101-828	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency’s board meeting.

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 101-828			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
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	
<b>Grand total:</b>				

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On this date:

By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101-828	Amendment # (for amendments only):
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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.

Funds from this grant will allow us to successfully offer our summer program and after school activities to over two thousand students and their families. The program we provide will serve students on levels pre-kindergarten through the 12th grade. The students served will be primarily those that attend our campuses, but we will also offer the program to students from other schools and community centers within the areas that meet the grant specifications. All of our campuses (i.e., centers) meet the campus eligibility criteria. Based on the needs assessment data, we will identify students that would most benefit from assistance in meeting student standards in reading and math. We will strongly encourage participation in enrichment activities that complement the regular academic program. Our program will provide families of the students served in the grant program with the opportunity for active and meaningful engagement in their children's education, including classes for literacy and other related educational subjects. Our current plans for the use of the after school grant funding are to facilitate learning centers in all three of our campuses. HGA will conduct a minimum of 35 weeks of combined after school and summer programming. Our proposal includes 35 weeks of programming, 5 days a week, for a total of 12 hours per week during the fall and spring semesters. Our program will also include an extended summer program consisting of a 6 week period, 4 days per week, with a minimum of 4 hours a day. This will satisfy the 35 weeks and 12 hour requirement set forth by the Texas 21st Century grant.

Houston Gateway Academy (HGA) is a Charter School in Southeast Houston. Our district currently has three campuses that serve over two thousand students. HGA serves a minority population in which ninety two percent of the students are Hispanic. The three Community Learning Centers for which we are requesting funds, are campuses that serve a high percentage of economically disadvantaged students, with a high percentage of those students that are classified as Limited English Proficient learners. The 2015-2016 school year statistics revealed that over ninety percent of the students in each of our three proposed campuses are economically eligible for school wide interventions under Title 1, Section 1114. The three campuses (i.e., centers) that are suitable for the funds are in communities where the medium household income is \$42,447. The income per capita is \$28,940, which includes all adults and children. The data reviewed to compile the information for our comprehensive needs assessment, includes the Harris County Community Plans, reports to TEA, and the annual Campus Improvement Plans proposed by each of our campuses.

Our program provides a wide variety of innovative and interactive programs and activities that facilitate improvement in academics, attendance, behavior, promotion rates and increased family engagement in the student's education.

All programs will be implemented by highly qualified, experienced staff and teachers, along with community partners, to help students meet state and local academic requirements. Utilizing innovated instructional techniques, the program will provide researched based learning opportunities that are focused on core subjects and aligned with the school day curriculum.

Time to assist with homework completion, scheduled tutorials, enrichment activities, college and workforce readiness activities, and family and parental support services will be provided throughout this program, for targeted students and their families.

The overall goal of HGA's after-school program is to greatly reduce the risk of youth delinquency resulting from excessive idle and unsupervised after-school time. The program will offer the students and their families an option to obtain the tools necessary to graduate and proceed to college, or to gain the skills needed to join the workforce.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 101828			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	\$840,419	\$	\$840,419
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$96,250	\$	\$96,250
Schedule #10	Other Operating Costs (6400)	6400	\$12,000	\$	\$12,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$948,669	\$	\$948,669
Percentage% indirect costs (see note):			N/A	\$	\$
<b>Grand total of budgeted costs (add all entries in each column):</b>			<b>\$948,669</b>	<b>\$</b>	<b>\$948,669</b>
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$
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:					\$

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

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

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

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

<b>Schedule #7—Payroll Costs (6100)</b>			
County-district number or vendor ID: 101828		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1	Teacher		\$
2	Educational aide		\$
3	Tutor		\$
<b>Program Management and Administration</b>			
4	Project director (required)	1	\$78,404
5	Site coordinator (required)	3	\$128,520
6	Family engagement specialist (required)	1	\$48,960
7	Secretary/administrative assistant	1	\$36,720
8	Data entry clerk		\$
9	Grant accountant/bookkeeper		\$
10	Evaluator/evaluation specialist	3	\$9,000
<b>Auxiliary</b>			
11	Counselor		\$
12	Social worker		\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13	ESC specialist/consultant		\$
14	ESC coordinator/manager/supervisor		\$
15	ESC support staff		\$
16	ESC other		\$
17	ESC other		\$
18	ESC other		\$
<b>Other Employee Positions</b>			
19	Title		\$
20	Title		\$
21	Title		\$
22	Subtotal employee costs:		\$301,604
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23	6112	Substitute pay	\$
24	6119	Professional staff extra-duty pay	\$538,815
25	6121	Support staff extra-duty pay	\$
26	6140	Employee benefits	\$
27	Subtotal substitute, extra-duty, benefits costs		\$538,815
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$840,419</b>

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

<b>For TEA Use Only</b>	
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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 101828		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$</b>

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101828		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$96,250
<b>Grand total:</b>		<b>\$96,250</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101828		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,500
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$3,500
Remaining 6400—Other operating costs that do not require specific approval:		\$8,500
<b>Grand total:</b>		<b>\$12,000</b>

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

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

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101-828 | 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	We will hire a Project Director who has previous experience in managing an educational after school program. This Director will provide supervision and guidance to the program and will oversee our three centers, our three separate site coordinators and the Family Engagement Specialist. Our Director will conduct ongoing site visits to each of our centers and hold regular meetings with the coordinators and the Family Engagement Specialist to ensure compliance regarding all grant procedures. The Project Director will also work with TEA'S 21st CCLC Technical Assistance Coordinator to implement the TEA recommendations and guidelines. They will attend and participate in all required training and conferences.
2.	Site Coordinator(s)	The site coordinator for each of the centers will be responsible for recruiting and enrolling students, ensuring program delivery, working with the Family Engagement Specialist and reporting on the students' achievement levels. The coordinator will need to be knowledgeable on creating TEKS-aligned activities and have the ability to collect and enter information into a data management system on a regular basis. The coordinator will attend training to ensure compliance with the grant.
3.	Family Engagement Specialist	HGA's Family Engagement Specialist will work with the site coordinators and the Project Director to continue to create effective adult family member programming. This will include class assessments along with planning and coordinating activities for both students and parents. The Family Specialist will have experience in assessing barriers, such as child care needs, and then developing solutions to those obstacles.

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Activities aligned academically with school day	08/15/2018	05/31/2020
		2. Provide prescriptive tutoring and homework help	08/15/2018	05/31/2020
		3. Engage project based-learning experiences	08/15/2018	05/31/2020
		4. Adapt instruction to meet student needs	08/15/2018	05/31/2020
		5. Increase parent involvement	09/15/2018	05/31/2020
2.	90 % year over year resolve, all students	1. Assess all students and complete placements	09/15/2018	05/31/2020
		2. All at risk, high need students identified, recruited	08/15/2018	05/31/2020
		3. Communicate with all parents within quarter one.	08/31/2018	05/31/2020
		4. Each year increase attendance in the After school Attendance by 20%	09/01/2018	05/31/2020
			12/01/2018	05/21/2020
3.	Deploy a well-qualified workforce to implement quality programming	1. Recruit volunteers and train them	08/15/2018	05/31/2020
		2. Hire and train Site Coordinators	07/1/2018	08/30/2018
		3. Hire an external Evaluator	07/1/2018	01/3/2018
		4. Recruit and train instructors	07/1/2018	08/31/2020
		5. Conduct professional development for all staff	07/01/2018	08/30/2020
4.	Design/implement innovative instructional strategies	1. Advance lesson plans	07/01/2018	08/30/2020
		2. Programing scheduled in rotating modules	08/1/2018	08/30/2020
		3. Grow a list of options of specific summer term activities	07/01/2018	08/1/2018
		4. Develop a menu of Fall/Spring term activities	07/01/2018	08/30/2018
		5. Develop parent involvement plan.	07/01/2018	09/05/2018
5.	Promote the 21 <sup>st</sup> Century after school program,	1. Communicate /recruit targeted participants	07/01/2018	08/30/2020
		2. Create promotional material to inform stakeholders	07/01/2018	08/30/2020
		3. Build a commutation committee	07/01/2018	08/30/2018
		4. Create parent and student handbook	07/01/2018	09/5/2018
		5. Effectively communicate program goals	07/01/2018	08/30/2020

**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: 101-828

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.**

HGA serves a minority population in which ninety two percent of the students are Hispanic. The three campuses for which we are requesting funds are campuses that serve a high percentage of economically disadvantaged students. A majority of those students can also be classified as Limited English Proficient Learners. The 2016-2017 school year statistics revealed that over ninety percent of the students in each of our three proposed campuses are eligible for school wide interventions under Title 1, Section 1114. The three campuses that are suitable for the funds are in communities where there is a high demand for centers such as the one proposed in this grant. The data reviewed to compile the need for the centers and the information for our comprehensive needs assessment comes from sources that include Harris County Community Plans, various reports to the TEA and the annual Campus Improvement Plans proposed by each of our campuses.

Funds from this grant will allow us to successfully offer after school activities, summer programs and community services to over two thousand students and their families. Our current plans for the use of the after school funds are to facilitate learning centers in all three of our campuses. HGA will conduct a minimum of 35 weeks of combined after school and summer programming. Our proposal includes 35 weeks of programming, 5 days a week, for a total of 12 hours per week during the fall and spring semesters. The program will be offered to the students from all three of our campuses. It will also include an extended summer program consisting of a 6 week period, 4 days per week, with a minimum of 4 hours a day. This satisfies the 35 weeks and 12 hour requirement prescribed by the Texas 21st Century grant. The program will run until 5 pm daily, which will allow the students that attend our schools to be in a safe learning environment while their parents are at work.

All of our programs will be implemented by highly qualified, experienced staff and teachers, along with community partners, to help students meet all state and local academic requirements. Utilizing innovated instructional techniques, the program will provide researched based learning opportunities that are focused on core subjects and directly aligned with the school day curriculum. For targeted students and their families, regularly scheduled tutorials, time to assist with homework completion, enrichment activities, college and workforce readiness activities and family and parental support services will be provided throughout this program. One of the overall goals of HGA's after school gram is to greatly reduce the risk of youth delinquency resulting from excessive idle and unsupervised after school time. This program will offer the students and their families an option to obtain the tools necessary to graduate and proceed to college, or to gain the skills needed to gainfully join the workforce.

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

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

This applicant is part of a planned partnership.

This applicant is unable to partner.

Houston Gateway Academy believes that our program goals and objectives can only be accomplished with the full support and involvement of the community, along with our partnership with Broadway Church. If Houston Gateway Academy is awarded the 21st CCL Grant, we will request that a representative of Broadway Church be allowed to serve on our ACE Advisory Council. This partnership will allow HGA and each individual center to enhance the after school program and to offer the widest possible range of opportunities to our students, families and staff. It will also help us to make an impact beyond the population that we now currently serve. Broadway Church will allow us to promote the after school program to all of their youth groups as well as to the children that attend local private and public schools within the immediate communities of our three proposed centers.

We will form a council that will meet quarterly and have clearly established goals and objectives. It will focus on needs assessments, program awareness and implementation, process evaluation, and sustainability of success. HGA is committed to constantly improving and growing our models of education.

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

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

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

At each one of our centers, the campus improvement plan will be used as the guide for establishing specific academic assistance, as well as for providing all student enrichment activities. To address different learning styles, the centers will offer different academic programs that are designed to challenge high achieving students and provide additional assistance to any student in need (Wagner 2003). Centers will offer a diverse array of experiences to give choices to students and maintain interest and engagement in the program. Student achievement is most likely impacted when after school activities reflect student interest (After School Alliance, 2005). HGA will provide each site with a student interest survey to give students a voice and a choice in their educational experience. HGA will ensure that all activities, especially enrichment activities, are TEKS -aligned. HGA will hold monthly collective meetings for site coordinators that will allow for information sharing, hands-on training and campus networking. Training on integration of academic content, and methods for linking school day achievement goals into the after school lesson plans, will be a priority. Our goal for each of the centers is to ensure that we are continuously delivering a program that produces positive academic results, while also keeping the students engaged. All reports made by the site coordinators and external evaluator will be made available to all stakeholders. Any changes considered to be in the best interest of the students will be made throughout the course of the program. All proposed sites will offer a variety of activities that will address each of these five core components: improve academic performance; provide enrichment based activities; encourage family and parental support; provide college and workforce preparation and increase high school graduation rates. The activities in the after school program will be at least 45 minutes long, and will incorporate enrichment based activities that are TEKS- aligned. The program will be 35 weeks long and will include a 6 week summer program. We will offer the program to over two thousand students with in excess of eleven hundred students participating each year. Prior to the start of the program, our development team will secure community involvement. They will ask for both financial and volunteer support for the program. HGA's project director, site coordinators, and the Family Engagement Specialist will work tirelessly to design activities based on the data collected from student test scores and student and parent surveys. The activities will target the highest needs, and will be designed to give the students the greatest probability of increasing their academic and social abilities. HGA's goal is to offer activities that will provide a safe and fun learning environment. The staff will announce the continuation of our successful program to all of the stakeholders, parents, teachers and students. Enrollment will begin and each student will be required to sign up for the program. A test will be provided to each student and will be used to identify the students with the highest needs. Teachers and parents will also be consulted to help identify those students. The students will then be placed in the program that will best address and administer to their needs. Benchmark tests will be performed on each student throughout the program to identify their progress, and any changes needed will be made after those tests are analyzed. Student grades and test scores will determine the ultimate success and continuation of each of our programs and activities.

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

County-district number or vendor ID: 101-828	Amendment # (for amendments only):
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**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

HGA has successfully assisted students in meeting academic standards in core subjects that are TEKS-aligned, such as math, reading, science and social studies. We will provide an out of school service to students and their families through community learning centers that offer an array of enrichment activities to complement regular academic programs. A test is scheduled for each student that enrolls in the program, to determine their needs. That test is one of the factors taken into consideration when deciding on the activities that will most benefit the student. Recommendations are then made to the parents. We also take teacher referrals into consideration when developing the activities and when placing the students in the program. Students are tested to ensure that they are in the classes that will most assist them academically and socially. Surveys are administered to students, parents and the staff to ensure that activities that are both fun and educational are provided. During the project implementation, the project director and the advisory committee will use local data to best connect students with the interactive activities offered. They will do this by considering all forms of data, including, but not limited to, grades, analysis, standardized exam results and attendance records as well as input from school personnel and feedback from surveys and participation evaluations.

Additional proven practices, including one-on-one or small group counseling, home visits by teachers and personal college readiness sessions will be utilized and conducted at least twice weekly.

Program changes will be made as the need arises. Our staff provides intervention support by administering assessment strategies that involve informational learning level books and customized activities. Professional development programs that improve the knowledge of teachers and staff will enable us to better involve parents in their children's education, including parents of limited English proficiency and immigrant children. We address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented) and students with limited English proficiency. A committee has been established to review the progress of the students. They will meet at least once a month to determine what changes and improvements should be considered.

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

County-district number or vendor ID: 101828

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 charter school will serve students ranging from Pre K through the 12th grade. An assessment will be done on each of the participants of the after school program to insure that they are being placed in classes that will best suit their needs. The students will be offered inquiry based learning programs that integrate a hands-on approach to all activities in the process. These activities are not often available in traditional after school programs.

The activities we provide are varied and all encompassing. We utilize the latest technology in all of our classes and programs. Both students and parents will develop their computer and mechanization skills. Parents will be offered night classes and students will attend the after school program immediately following the regular school day. Technology engagement is a vital part of our curriculum. We will offer different levels of training, from beginners, to intermediate, to advanced classes. We also will stress STAAR readiness. In preparation for the STARR Test, we offer a TEKS –aligned program that includes interactive lessons covering all compliance and support standards across all reporting categories. Adaptive practice problems that are formatted and worded like the actual STAAR exam questions are provided, allowing for targeted instruction to individuals and small groups. Homework help is also a big part of our agenda. Students who have missed homework assignments or are struggling in a specific subject area will receive personalized, supplemental support from teachers, and will complete their homework while in attendance at the program. The student activities will consist of small group tutorials and academic enrichment opportunities in the core subjects of reading, math, science and social studies, provided by certified teachers and center staff. Students will learn about playing different sports. This will build self-esteem, enhance campus pride, promote group activities and team building skills, and improve campus culture. And the performing arts are important to us as well. We will present the students with an opportunity to access a variety of performing and visual arts, including dance, music, band and painting.

Each of the activities offered will involve grade-level appropriate lesson plans that are TEKS aligned, and emphasize the skills necessary to allow the students to be more ready for college and the workforce. The program will be 35 weeks long, with a minimum of 12 hours per week. Our program will also include a six week summer program. Family engagement activities such as financial literacy, ESL classes, adult basic education, parenting, health and wellness, computer literacy and workforce awareness will also be available throughout the school year.

Each student will be asked to fill out an enrollment sheet to make sure that we have the required information needed in case of an emergency. The students will be dismissed from their school day classes and then directed to the HGA- ACE program locations. A snack will be provided to each student that participates in the program. The site coordinators will work with teachers and staff to create and maintain a safe protocol for dismissal. HGA will obtain the necessary parental consent forms prior to the child being enrolled in any off- campus activity or field trip.

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

County-district number or vendor ID: 101-828	Amendment # (for amendments only):
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**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Houston Gateway Academy has three campuses in its district, with each campus located within 10 miles of the other. Our charter school serves over two thousand students. Our after school program will target the students that currently attend our charter school as well as other children within our community. Our goal will be to enroll the students from grades Pre K through 12th who have demonstrated the highest academic and behavioral need. Our after school program director, along with their site coordinators, will work with our students' homeroom teachers, counselors, and other staff to communicate pertinent information about the after school program. Local community centers, churches and nearby day care centers have agreed to promote the after school program. Communication between the students' regular school day teachers and the after school staff will help determine which students have displayed the uppermost need for the program. We will also post bulletins throughout all of our campuses and within the community to introduce and encourage students to enroll in the program. HGA has a newsletter that is published each month, informing students and parents of additional learning opportunities. This newsletter will also help us to keep the students and parents informed of any program changes and developments. The community and other stakeholders will be invited to our quarterly board meetings, where program updates will be provided.

Our Family Engagement Specialist will work with HGA's staff and local community centers to promote our adult programming. Our adult programming will be open to all adults within the community. We will place an advertisement in our local newspaper, both in English and Spanish, to inform readers of all the free adult services that we will be providing. We believe students and parents learning together builds a stronger community.

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

County-district number or vendor ID: 101828

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.**

Houston Gateway Academy is an open enrollment charter school. The district does own two school busses and does have licensed school bus drivers. Since space is limited on the bus the service is on a first come basis. Most of the kids that would be attending the after school program live within walking distance or their parents drop them off.

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

County-district number or vendor ID: 101828	Amendment # (for amendments only):
<b>Statutory Requirement 8:</b> 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). <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>	

Houston Gateway Academy has been a successful charter school for over twelve years. During this time span we have been able to recruit hundreds of volunteers. Many of the programs that we offer will require the assistance of our volunteer team. This team is made up of parents, grandparents, community workers and community leaders. HGA does background checks on all of our volunteers, in accordance with the TEA's requirements. We provide a training program for the volunteers that allows us to share our vision and our goals with each one of them. We have also used retirees, especially those that have been in the education field, to help us in our mission.

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

County-district number or vendor ID: 101-828

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.**

HGA employs multiple strategies to implement and maintain successful out of school programs that have demonstrated their continued effectiveness in meeting the perpetual needs of the surrounding community. Beginning in year one, each of the three centers will pursue sustainable partnerships that will assist in the continuing of our programming after the grant funding ends. HGA is working with local partners and foundations, such as the Walton Foundation, to secure funding for this program. Furthermore, each individual staff member receives training on finding viable options for current and future programming. This includes the proper using of district title dollars, leveraging any local funding and creating new service opportunities on behalf of the program.

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

County-district number or vendor ID: 101-828	Amendment # (for amendments only):
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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.**

HGA employs multiple strategies to implement and maintain successful out of school programs that have demonstrated their continued effectiveness in meeting the perpetual needs of the surrounding community. Beginning in year one, each of the three centers will pursue sustainable partnerships that will assist in the continuing of our programming after the grant funding ends. HGA is working with local partners and foundations, such as the Walton Foundation, to secure funding for this program. Furthermore, each individual staff member receives training on finding viable options for current and future programming. This includes the proper using of district title dollars, leveraging any local funding and creating new service opportunities on behalf of the program.

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

County-district number or vendor ID: 101-828 Amendment # (for amendments only):

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

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Houston Gateway Academy , Elite College Prep, 7310 Bowie, Houston Texas 77012		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	101-828-002				
	<b>Cost per student</b>	\$592.97				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	405	<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Houston Gateway Academy, Coral Campus, 1020 Coral Street, Houston TX. 77012		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	101-828-101				
	<b>Cost per student</b>	\$592.96				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	267	<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Houston Gateway Academy, Evergreen, 3400 Evergreen Drive, Houston TX. 77087		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	101-828-001				
	<b>Cost per student</b>	\$592.95				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	399	<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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

County-district number or vendor ID: 101-828

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.**

Houston Gateway Academy is always looking to expand our successful charter school model and bring quality experiences to students in need. All of our proposed sites will offer a variety of activities that will address each of these four core components; improve academic performance; provide enrichment based activities; encourage family and parental support; and provide college and workforce preparation. The activities in our program will be at least 45 minutes long, and will incorporate enrichment based activities that are TEKS- aligned. The program will last for 36 weeks and will include a 6 week summer program. We will offer the program to at least 1,075 students. Prior to the start of the program, our development team will secure community involvement. They will ask for both financial and volunteer support for the program. HGA's project director, site coordinators, and our Family Engagement Specialist will work tirelessly to design activities based on the data collected from student test scores and student and parent surveys. The activities will target the highest needs, and will be designed to give the students the greatest probability of increasing their academic and social abilities. HGA's goal is to offer activities that will provide a safe and enjoyable learning environment. The staff will announce the continuation of our successful program to all the stakeholders, parents, teachers and students. Enrollment will begin and each student will be required to sign up for the program. A test will be provided to each student and will be used to identify the students with the highest needs. Teachers and parents will also be consulted to help identify those students. The students will then be placed in appropriate programs based on their needs. Benchmark tests will be performed on each student throughout the program to identify their progress, and any changes needed will be made after those tests are conducted. Any adjustments needed to the activities offered will be determined based on the students' scores. All activities will require a sign -in sheet, and those sheets will be made available to TEA upon request. The attendance will be monitored to ensure that we are meeting the required attendance numbers and academic goals. The students, teachers, parents, and other stakeholders will be surveyed to monitor the progress of the overall program. An external evaluator will also be involved at the start of the program to help enable the success of the program. Any changes suggested by the evaluator will be discussed and taken into consideration at our weekly meetings. A calendar listing the meetings and other professional opportunities will be made available to all parties involved. The project director will meet with the site coordinators, teachers and other stakeholders on a regular basis to ensure the compliance and success of the program. The director will perform classroom observations on the teachers to be sure that student participation and teacher performance is meeting TEA and HGA's standards. Development opportunities will be made available to all the staff involved in the HGA-ACE program. Throughout the grant period, our Family Engagement Specialist will create effective adult family programming, and will communicate the importance of parent involvement. The HGA-ACE project will include adult activities such as ESL training, financial assistance and parent -teacher relationship building. The director will make sure that all information reported to TEA will be timely and correct.

In order for our program to be successful, we have included funds in our budget proposal to hire a program director and three site coordinators, one for each site. We are proposing to hire 55 Highly – Qualified teachers, which will give us a 15 to 1 student to teacher ratio. The Family Engagement Specialist included in our financial plan will play an important role in encouraging parents, community leaders and students to participate in the program. The external evaluator will ensure that the program is meeting the goals and needs of our participants, as well as the goals of the grant. The cost of supplies and materials have been included in our proposal, ensuring that the students have the correct tools needed to engage in all of the activities.

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

County-district number or vendor ID: 101-828

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.**

This project will utilize both quantitative and qualitative methods of collecting data to measure performance. The Project Director will collect qualitative information during formal and informal site visits and evaluations, which will be performed at least once a month. The director will also send out and then analyze the surveys that have been given to parents, students and vendors to monitor the progress and interests of each student in the program. Those surveys will be administered at the beginning and at the end of each term year. All data that has been entered into the Texas 21st Century system will be reviewed to make sure that we are complying with the guidelines as mandated by the ACE program, including attendance and student grades. The director will also review the pre-testing and benchmark scores to ensure that the students are benefiting from the program. Applications and teacher referrals will be used to target students of high need. HGA will make full use of the materials and forms, such as the Compliance Observation and other assessment tools made available to us through this program. All data will be used to rate the quality of the program. The site coordinators will collect and enter the necessary student information into the Texas 21st system. They will also be responsible for collecting data on the training and meetings that take place during the entire span of the program. All parties will use the district's PEIMS Coordinator to obtain school attendance records, grades and all other pertinent information needed to effectively evaluate the development of the students. We will hire an independent evaluator who is familiar with all of the requirements and guidelines set forth by the Texas 21st grant. The evaluator will be involved from the start of each year, and will work closely with the project director. Together they will perform site visits throughout each campus in order to better evaluate the program. The quantitative data collected, including pre- testing scores and benchmark results, will be provided to the evaluator so that the students' progress and the success of the program may be properly analyzed. If the evaluator encounters something that is seen as a concern, it will be reported to the director, and those concerns shall be addressed during our monthly teacher and committee meetings. At the end of the year, a detailed report of all findings will be provided to the district and to the Texas 21st group. The evaluator will also survey the administrators and other stakeholders of the program to provide more feedback for analysis.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 101-828		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 101-828

Amendment number (for amendments only):

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

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

**Barrier: Gang-Related Activities**

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

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

County-District Number or Vendor ID: 101-828

Amendment number (for amendments only):

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

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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

County-District Number or Vendor ID: 101-828

Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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

County-District Number or Vendor ID: 101-828

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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

County-District Number or Vendor ID: 101-828

Amendment number (for amendments only):

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

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

**Barrier: Shortage of Qualified Personnel**

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

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

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

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

<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 101-828			Amendment number (for amendments only):	
<b>Barrier: Lack of Knowledge Regarding Program Benefits (cont.)</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barriers</b>				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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<b>Schedule #19—Private Nonprofit School Participation</b>			
County-District Number or Vendor ID: 101-828		Amendment number (for amendments only):	
<p><b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p><b>Failure to complete this schedule will result in an applicant being disqualified.</b></p>			
<b>Questions</b>			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes you must answer question #2 below.</li> <li>• If your answer to this questions is no, you do not address question #2 or the assurances below.</li> </ul>			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes, you must read and check the box next to each of the assurances below.</li> <li>• If your answer to this question is no, you do not address the assurances below.</li> </ul>			
<b>Assurances</b>			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on <b>Schedule #6—Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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