

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

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID
Grant Period:	August 1, 2018 – July 31, 2019	<div style="border: 1px solid black; padding: 2px;"> <small>Place date stamp here</small> MAY - 1 PM 12: 26 RECEIVED TEXAS EDUCATION AGENCY </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1--General Information

Part 1: Applicant Information

Organization name		County-District # 015912	Amendment #	
Southwest ISD		Bexar		
Vendor ID #	ESC Region #	DUNS #		
	20	95105029		
Mailing address		City	State	ZIP Code
11914 Dragon Lane		San Antonio	TX	78242-
Primary Contact				
First name	M.I.	Last name	Title	
Lloyd		Verstuyft, Ed.D	Superintendent of Schools	
Telephone #	Email address		FAX #	
(210) 622-4300	lverstuyft@swisd.net			
Secondary Contact				
First name	M.I.	Last name	Title	
Victoria		Gaeta	Director Community Education	
Telephone #	Email address		FAX #	
(210) 622-4345	vgaeta@swisd.net			

Part 2: Certification and Incorporation

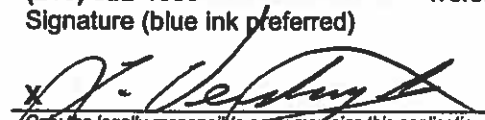
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program 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
Lloyd		Verstuyft, Ed. D	Superintendent of Schools
Telephone #	Email address		FAX #
(210) 622-4300	lverstuyft@swisd.net		

Signature (blue ink preferred)

Date signed


 Only the legally responsible party may sign this application.

701-18-111-108

Schedule #1—General Information	
County-district number or vendor ID: 015912	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: <input type="checkbox"/>	No: <input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015912 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 General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification 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 Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

x  _____

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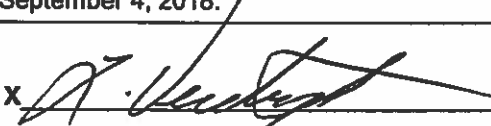
Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015912 | 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.

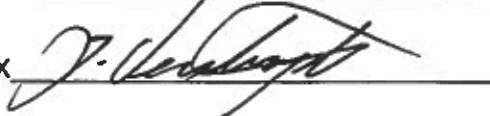
#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that 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.

x  _____

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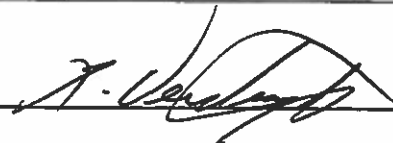
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Schedule #2—Required Attachments and Provisions and Assurances (cont.)	
County-district number or vendor ID: 015912	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	
10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

x 

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Schedule #2— Required Attachments and Provisions and Assurances (cont.)	
County-district number or vendor ID: 015912	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

x 

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Schedule #3 – Certification of Shared Services	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	Bexar- 015912	Lloyd Verstuyft, Ed.D	(210) 622-4300	\$600,000
	Southwest ISD	X	lverstuyft@swisd.net	
Member Districts None-Southwest ISD has not entered into a SSA for this grant. X				
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: 015912			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts NA SWISD did not enter into a SSA				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4 – Request for Amendment

County-district number or vendor ID: 015912 Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4 – Request for Amendment (cont.)			
County-district number or vendor ID: 015912		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015912 Amendment # (for amendments only):
 Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Southwest Independent School District (SWISD) serves 13,860 students residing on over 116 square miles of historic land in South Bexar County, Texas. Originally part of a land grant awarded to a hero of the Texas Revolution, SWISD today is still fighting the good fight for freedom and equality. Of the 13,860 students 11,303 or 81.6% are economically disadvantaged and 9,069 are At-Risk of dropping out or failure. The heroes of the Texas Revolution were outnumbered but they had the heart and the overwhelming desire to keep fighting for freedom. Today, Southwest ISD seeks to win this fight through the assistance of the 2018-2019 Texas 21st Century Community Learning Centers Grant to serve 600 students pre-k to 7th grade who need us both, because together we are stronger than the odds. Together we can raise the stakes and level the playing field for **increased attendance rates, higher achievement on grades/state testing while lowering discipline referrals** by building a strong focus to **supplement** the regular day program after school with free academic enrichment, blended learning opportunities, cross-age tutoring, student conferencing, quality youth development programming and excellent family engagement experiences that extend and enhance the regular school program. There is a "sense of urgency" in our work as we know from the demographics of high poverty, high At-Risk status, and a history of troubled academic performance, that our students' achievement in reading and math needs strengthening to ensure their ability to succeed in high school and take advantage of college/career pathways, participate in dual credit classes, be able to graduate, achieve high SAT/ACT test scores and able to complete their first year of college without remediation. Currently, two out of every three SWISD graduates attending college need remediation to complete their first year of college as evidenced in that only 31.7% are able to thrive in the college setting. Our budget was built using the demographics of the proposed sites, which assisted the Office of Community Education in

Proposed Campuses/Operations "Sense of Urgency"	McAuliffe Middle School	Spicewood Elementary	Resnik Middle School	Elm Creek Elementary
Proposed Students (600 in total)	175 6 th & 7 th grade	125 Pre-K- 5th	175 6 th & 7 th grade	125 Pre-K- 5th
Proposed days/hours Afterschool	M-F 15 hrs week & 6 wks summer	M-F 15 hrs week & 6 wks summer	M-F 15 hrs week & 6 wks summer	M-F 15 hrs week & 6 wks summer
Former Priority/Focus School	Focus School Progress-2016	Priority Progress School- 2015	No	No
% Eco-Dis	94.6%	94.8%	82.8%	76.0%
% At-Risk	72.3%	73.9%	63.0%	69.4%
Current Afterschool Programs, 15 hrs weekly M-F	None	None	None	None

gathering both qualitative and quantitative data to further understand the current status while creating a **needs assessment** to ascertain the support of parents and administration at the proposed campuses for a 21stCCLC program. 100% of the campus administrators are excited to embrace this program on their campuses and 91% of parents returning surveys are ready to support the program as most are working families who need this additional support for their children to complete their homework and grow in their achievement. The Office of Community Education has an Advisory Council which meets quarterly. This group looks at needs/changing needs of the community as the district grows across the years. This year a concern, central to many districts, is safety and updating safety plans. SWISD is proud to suggest the addition of a 21stCCLC program as the best and safest environment in which to learn and grow afterschool. Our **management plan** includes leadership at the Grantee Level such as the Project Director and the Family Engagement Specialist along with the Site Coordinators and instructors at the Center Level who will nurture a guide achievement, gauge progress, encourage excellent attendance and listen to student voice while making connections to the regular day program for overall program success and sustainability. Our external Evaluator, The Solutions & Services Group, have over 20 years of experience of positive work with 21st CCLC programs across Texas. They not only collect and analyze data, they regularly visit sites to take a program "pulse" celebrating successes and alerting staff to potential issues or roadblocks to student and family participation and success. This program will address all **Statutory Requirements** and utilize "best practices" and volunteers for program and student success. All TEA requirements such as attention to attendance, center data, program evaluation, etc. will be ensured. In addition, no data used in this application violates FERPA. Now, join us as we take you on a tour of our proposed SWISD ACE Program.

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

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015912			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	\$414,560	\$12,000	\$426,560
Schedule #8	Professional and Contracted Services (6200)	6200	\$16,000	\$0	\$16,000
Schedule #9	Supplies and Materials (6300)	6300	\$129,340	\$0	\$129,340
Schedule #10	Other Operating Costs (6400)	6400	\$19,000	\$0	\$19,000
Schedule #11	Capital Outlay (6600)	6600	\$9,100	\$0	\$9,100
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$588,000	\$12,000	\$600,00
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$588,000	\$12,000	\$600,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$600,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$30,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

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

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

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

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

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 015912			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher- Team Leaders	8	0	\$80,000
2	Educational aide	8	0	\$40,800
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director (required)	1	0	\$56,000
5	Site coordinator (required)	4	0	\$128,000
6	Family engagement specialist (required) -PT	1	0	\$15,000
7	Secretary/administrative assistant	0	0	\$0
8	Data entry clerk (PT)	1	0	\$18,000
9	Grant accountant/bookkeeper	0	0	\$0
10	Evaluator/evaluation specialist	1	0	\$12,000
Auxiliary				
11	Counselor	In-kind	0	\$0
12	Social worker	In-kind	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			
14	ESC coordinator/manager/supervisor			\$0
15	ESC support staff			\$0
16	ESC other			\$0
17	ESC other			\$0
18	ESC other			\$0
Other Employee Positions				
19	Program Assistants (College Students)	12	0	\$40,000
20	4 Summer Team Leaders	4	0	\$13,360
21	2 Summer Program Aides	2	0	\$3,900
22	Subtotal employee costs:			\$407,060
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$0
24	6119 Professional staff extra-duty pay			\$0
25	6121 Support staff extra-duty pay			\$0
26	6140 Employee benefits			\$19,500
27	Subtotal substitute, extra-duty, benefits costs			\$19,500
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$426,560

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

Summer Program – 4 Team Leaders (teacher)
2 Aides

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015912		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Karate, Dance, Cheer- Teaches self-control, leadership, teamwork, and physical skills.	\$3,500
2	Art- Opens the world of drawing, painting, sculpting, etc. to develop/explore talents	\$3,000
3	Music- Appreciation and skills that last a lifetime. Can lead to music scholarships.	\$3,500
4	Outdoor Sports- Provides leadership, teamwork, and physical efforts.	\$4,000
5	Photography- Provides a source of expression and inspiration.	\$5,000
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$19,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$19,000

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 015912		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$129,340
Grand total:		\$129,340

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

As we implement Blended Learning and increased use of technology, we are going to need supplies that allow us to address STEM learning opportunities during the ACE program to extend the regular school day as well as into the summer programming. All supplies can be justified by following the ACE guidelines outlines in the Program Guidelines and in the ACE Blueprint.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$8,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$4,200
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$6,800
Grand total:		\$19,000

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

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

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Schedule #11— Capital Outlay (6600)				
County-District Number or Vendor ID: 015912			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	NA
66XX—Computing Devices, capitalized				
2	Laptop Computers	7	\$1,000	\$7,000
3	Printers	7	\$300	\$2,100
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment or furniture				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$9,100

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: 015912 Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director, a proven leader, will utilize grant resources, track, analyze and share data and share feedback with team to guide student achievement, and plan for sustainability.
2.	Site Coordinators	Site Coordinators use knowledge of the 21st ACE Program and the Texas ACE Blueprint to engage program staff for student growth as evidenced by attendance, grades, and lower referrals.
3.	Family Engagement Specialist	The Family Engagement Specialist uses feedback from families, student voice, data, surveys, etc. to empower SWISD families and children, building understanding to impact grades & state scores.

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.	ACE staff will use best practices to raise rdg/math scores	1. ACE Blueprint understanding grows/used by BOY	08/01/18	07/31/2019
		2. ACE Blueprint used in planning 95% by MOY	08/01/18	07/31/2019
		3. ACE Blueprint shared w/ reg. day staff MOY& EOY	08/01/18	07/31/2019
		4. ACE Blueprint used in planning Summer Program	08/01/18	07/31/2019
		5. ACE Blueprint shared w/ Advisory Council each mtg	08/01/18	07/31/2019
2.	ACE Program staff will use student conferencing= scores up 10-25%	1. Formative data used in conferencing to raise scores	08/01/18	07/31/2019
		2. Goal setting w/small gps/individuals will raise scores	08/01/18	07/31/2019
		3. Students will learn effective strategy use/rdg & math	08/01/18	07/31/2019
		4. Students will set/meet goals w/peer coaching model	08/01/18	07/31/2019
		5. Students/parents learn to use same skills at home	08/01/18	07/31/2019
3.	ACE Program staff uses student voice to raise attendance	1. ACE students regularly give feedback on program.	08/01/18	07/31/2019
		2. ACE PD and staff bring student voice to Adv. Coun.	08/01/18	07/31/2019
		3. ACE student feedback changes/affirms activities	08/01/18	07/31/2019
		4. ACE Program attendance goals met MOY/EOY	08/01/18	07/31/2019
		5. ACE student voice used to plan summer activities	08/01/18	07/31/2019
4.	ACE families learn to work w/child at home to raise scores.	1. ACE parents learn how to observe classes/reg. day*	08/01/18	07/31/2019
		2. Reg. day tchrs. trained to have parents in classroom	08/01/18	07/31/2019
		3. ACE parents begin observations- take notes	08/01/18	07/31/2019
		4. ACE parents discuss w/FES strategies observed	08/01/18	07/31/2019
		5. ACE parents use strategies at home, return, discuss	08/01/18	07/31/2019
5.	ACE leadership & staff collaborate w/day staff.	1. ACE collaboration identifies problem areas	08/01/18	07/31/2019
		2. ACE collaboration develops strategies together	08/01/18	07/31/2019
		3. ACE collab.=disc. ref. down 20% attend. up to 98%	08/01/18	07/31/2019
		4. ACE collaboration lowers discipline ref. 25% EOY	08/01/18	07/31/2019
		5. Results shared with Adisor.Council & day program	08/01/18	07/31/2019

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

BOY= Beginning of Year MOY= Middle of Year EOY= End of Year FES= Family Engagement Specialist

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015912

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.

SWISD Community Needs

Determined Through:

1. Data Gathered-

Formative and summative that includes grades, test scores, trends in data, STAAR testing, attendance, graduation rates, discipline referrals, etc.

2. Qualitative: Parent surveys, questions and concerns voiced to The Office of Community Education.

3. Principals self-reported lack of organized opportunity to complete homework, work with technology, or receive academic assistance after school.

Results:

1. There are no after school programs at the following campuses to serve working families, five days a week:

- Spicewood Park Elementary (SPE)
- McAuliffe Middle School (MCA)
- Elm Creek Elementary (ECE)
- Resnik Middle School (RMS)

2. Working families report feeling left out and on their own. Spicewood reports neighborhood is 100% Habitat for Humanity and Section 8 homes-good, hard-working families needing good programming for their children.

3 Results show 90.1% of parents reported needing services five days a week that do not end before 6:00 p.m. Only 9.9% stated they do not need services.

Shaping Proposed ACE Program:

1-Program proposed for the four campuses with no current comprehensive afterschool programming.

2. These campuses have the lowest achievement, the highest poverty levels and high At-Risk status.

All- data reported is at levels above that of the State of Texas for Students who are Eco-Dis and At-Risk (TAPR)

Identified Needs	Program Strategy to Address Needs:
Lack of Afterschool Services for children aged Pre-k-8 th grade. No supervision, homework help, opportunity for youth development in dance, arts, music, scouting, etc. Eco-Dis avg.= 84% State=59% At Risk avg. = 70% State=50%	Provide comprehensive 21 st CCLC afterschool programming in a safe, supervised, engaging, fun atmosphere M-F, with 45-minute activities designed to address and accelerate academic achievement and evidenced by raising grades in coursework, raising attendance rates, meeting or exceeding STAAR reading and math standards and lowering discipline referrals. Program is available during regular school year and six weeks in the summer.

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Schedule #18—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015912 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.

Southwest ISD has an established partnership with the Girl Scouts of South Texas who are based in San Antonio, Texas and within reasonable proximity to provide comprehensive services for girls at the elementary level as well as the Gamma Sigma Girls and Pearls at the middle school level which is then expand to the high school level as girls move to 9th grade across the years as they graduate and enter college. The Gamma Sigma Girls and Pearls will be part of the proposed Broad Array of Services in this application, bringing excellent planned activities that are supervised by adults who have received intensive training and guidelines to help mold and shape young girls to be self-actualized women who are leaders and who will set positive examples and role models that younger girls will want to emulate. If awarded, our proposal plans for our troop meetings to be held in the afterschool setting. This is a real positive for the program which currently serves over 200 6th-8th grade girls. At the time of this application, our Elementary Girl Scout meetings are held after school. There have been no issues at the elementary level to provide time for meetings. However, the Gamma Sigma Pearls and Girls Troop Leaders are also teachers at each middle school campuses. They currently struggle to "fit" meetings into their daily schedules. This has been a constant source of issues and roadblocks such as: morning grade level meetings, required tutoring and students who arrive later than others causing "stragglers" to the meetings and the resulting need to catch them up, even though the situation is of no fault of their own. The same thing is often true of the afternoon schedules with some girls who can stay and other girls who are involved in sports, etc. **Having a scheduled rotation for the Girl Scouts in the ACE Program at SWISD will be a BLESSING** because the interest is here, the girls want this program, need this program and our administration offers their full support.

The Gamma Sigma Girls and Pearls have leaders who work all across South Texas and have troops in numerous schools and districts. They have a proud history of building leaders that never forget their roots and who provide continuous support and marketing for programs that assist their mission to positively affect the promise of proactive leadership in the hearts of the young women of Texas.

Gamma Sigma Girls & Pearls	How this Partnership Contributes to Stated Program Objectives	Promotes Sustainability Over-Time
<p>Have an approved curriculum with activities that build character and leadership skills- a truly awesome fit to the goals of the 21st CCLC Texas ACE Program.</p>	<ul style="list-style-type: none"> • Supports and inspires girls to achieve academically. • Builds positive character traits and instills leadership qualities that colleges and future employers desire. 	<ul style="list-style-type: none"> • Good spokesman for the 21st Texas ACE Program. • Their brand is known and admired- goes hand-in-hand with the respected reputation that the Texas ACE Program has built over the years. • Community funding sources respond to their programming and increase likelihood of receiving funding to continue programming. • Great program for other grant opportunities to extend programming.

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

County-district number or vendor ID: 015912 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.**

Proposed 2018-2019 Texas 21st Century Community Learning Centers, Cycle 10 Year 1 Program Impacts

PERFORMANCE IMPACTS  **EXTENDS STUDENT LEARNING**

<p>Performance- in Class The ability to perform well in class, complete on-time assignments, participate in discussions, prepare for assessments- on-line and in paper-pencil mode and be able to connect what is learned after school to the regular school day to max student performance.</p> <p>Growth: The ability for a student to grow to believe in his/her ability to achieve due to high skill development and internalized skill sets, enhanced by the 21st program.</p>	<p>The proposed 21st CCLC program will positively impact student performance because it reflects positive improvement through the use of "workshops" in the afterschool setting that are focused on student needs as well as student strengths. For example: A student who is not able to pass a certification test for CTE on-line has feelings of "learned helplessness" because his failure has been internalized., He/she has no confidence in the ability to achieve the task. By breaking the task down and attacking the problem in manageable "bites" TOGETHER, a coaching model allows the student to "think" through the problem verbally, i.e.: Step 1: Don't look at the answer choices, "Let's look at the question and take it apart. First, what is the question asking you to do or know? What do you need to know to be successful with this question?" Step 2: "Now that you know what the task is, do you have enough background knowledge to answer the question without guessing? If so, decide how you would answer the question, then look at the choices and begin the process to keep or discard a choice. You cannot discard a choice unless you can provide evidence that this is the wrong answer and for what reason. If you do not have enough background knowledge, then we will build understanding through "mini lessons" that cover the information. By meeting with students and providing "coaches" who have completed all course work and are enrolled in college, the "peer" tutor is able to expand the mentee's knowledge and skills often enough to bring that student to an "independent" level of learning, and thus success.</p>
<p>Attendance: (District goal- 98%)</p>	<p>When performance is improved, and a set of reliable, flexible strategies are in place for student success, then attendance is positively impacted as a result as the student feels a part of the group, invested, capable, and ready to grow to new heights. This is the notion of the ZPD (Zone of Proximal Development) which is the difference that one can accomplish by oneself versus in the hands of a capable coach, across time (Vygotsky)After school- we are the capable coaches!</p>
<p>Discipline Referrals (District Goal- Lower rate and discipline placements)</p>	<p>When a student is succeeding, feeling good about his/her capabilities, then discipline referrals go down and stay down. Students' concentration grows in productive areas as their self-control, self-discipline</p>
<p>Advancement</p>	<p>As one begins to achieve, their desire to set new and more difficult goals increases as well. Whether it is advancement from one grade level to another or advancing to higher levels of performance within a grade level- it is in relation to their attainment.</p>
<p>High School Graduation Rates</p>	<p>When students self-actualize their learning across the high school years, success means students think more and more about their completion, graduation, and college or career pathways- it becomes doable, attainable, and a source of celebration!</p>
<p>College/Career Competencies</p>	<p>Students experiencing success as a result of the after school program build improved understanding, the ability to choose and apply problem-solving strategies, graduate and complete their first year in college without needing remediation or obtain employment in their chosen field.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)		
County-district number or vendor ID: 015912		Amendment # (for amendments only):
Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
Research Evidenced- Based Practices	Educational Activities	Enhance Academic Performance
Blended Learning Opportunities- Have evidence in the field to support its use in accelerating student learning, achievement, and impacting feelings of positive growth and self-actualized learning. Students have a voice in the PATH, PLACE, and PACE at which they learn.	Students use technology as a tool for solving posed problems/engaging in an activity. Different digital devices allow for using different applications to solve a problem- builds skills students relate to, remember and apply to new settings.	Blended learning provides students voice/choice in the PATH they choose to meet an assignment, the PACE in which they choose to work to meet the goal, and the PLACE they perform the work involved i.e., choosing to work in a classroom, a hallway, online, etc. to own" the learning and relish the experience.
Peer Coaching – Two Students work through problem together, using for example: <ol style="list-style-type: none"> 1- Background knowledge of similar problems, math procedures, ideas. 2- Skills/techniques learned in class, i.e. 3- Determining if the steps have been addressed, the math is correct. 4- Checking answer choices to prove/disprove each one, eliminating and narrowing final choice/s. 	Employ's Vygotsky's ideas of a "coaching model"- students work together to solve problems, refine their process, and then "coach" another through the same problem-solving process. Students relate to learning from each other (coping models) rather than a "mastery model"-the teacher.	Students who do this over-time with feedback from the instructor, grow in content knowledge as well as confidence in their ability to learn and be successful on increasingly more difficult subject matter as illustrated in Lev Vygotsky's work covering the Zone of Proximal Development (ZPD) which is the difference between what one can learn in the hands of a capable coach versus on their own.
Student Conferencing: Allows the instructor to thoughtfully delve/discuss the problem-solving process the student uses utilizes and to celebrate strengths and to build up weak areas. Student and instructor build goals and set and monitor performance targets.	Changes the perspective of the student from "having" to do an assignment to feeling empowered to not only "do" the task, but to succeed.	Scores increase because students have built internal controls to monitor and adjust their approach to problem-solving. Proactive
Bridging ACE & Day Regular Program	21 st Instructors meet reg. w/program tchr during planned sessions/feedback	Shared devotion to student success represents a united team
Family Engagement Sessions- offer rich and varied opportunities for families to truly engage with their children and identify their own learning needs/GED. Parents observe their child's teacher during scheduled sessions to get ideas to take home to support learning.	Parents learn to help their child at home. Parents pick-up strategies from observing teachers at work, and learn to navigate their schools (PACT Time)	Students and parents "grow" together during engaging activities that have real meaning to parents and affect student achievement, attendance, scores on STAAR testing in real and lasting ways.
Broad Array of Services (Youth Dev.)	Growth in arts impacts creative thinking & class work. Joy in self-expression.	Self-worth grows as skills grow.

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

County-district number or vendor ID: 015912

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.

Proposed Program Activities	Improves Academic Achievement By:	Impacts Overall Student Success
<p>Blended Learning Opportunities in the afterschool setting expand and extend the regular day program to provide assistance in reading and math through the use of technology as a tool that offers ACE students choice in Path, Pace, and Place, essentially- they become self-managers.</p>	<p>Indicators: (1) Their quality of daily work improves, (2) Note-taking skills grow and (3) Active participation in class discussions increases, students are meeting assignment deadlines. (4) Students grow in the ability to read and respond to expository text, (5) Quality of responses improves, and (6) Students own their improved planning and coursework delivery techniques</p>	<ul style="list-style-type: none"> • Course grades improve • Number of students completing regular class assignments improves • Students experience and express feelings of accomplishment • Teachers report positive changes and growth • Discipline referrals decrease
<p>Individual Coaching sessions increases opportunities</p>	<p>Targets individual needs to meet goals (1) Develop effective problem-solving techniques, models, etc. (2) digital note-taking skills (3) how to study (4) how to read technical (expository) text</p>	<ul style="list-style-type: none"> • Attendance improves as students feel "ownership" of skills and self-report increased feelings of self-worth., the ability to meet/exceed course requirements.
<p>Practice Test Sessions using released items from past administrations of STAAR Math Reading, Science and Social Studies released items. Game-show format allows teams to compete and earn points to work on digital projects such as digital art, science, etc.</p>	<p>(1) Results discussed in individual/ small group conferencing sessions where the coach and the student/s take apart practice test items/discuss/ solve items. (2) Students work in pairs with peers to work through sample items and apply the learning techniques taught in the sessions. (3) Students see exactly where they are doing well and where they need to improve. (4) Goals set/plan of action created to increase STAAR achievement</p>	<ul style="list-style-type: none"> • Skills transfer to classes during the school day program • Skills transfer to other classes student is enrolled in at middle school or in their elementary school. • Provides opportunities to grow thinking and problem-solving skills and models • Parents notice growth!
<p>Family Engagement Sessions</p>	<p>(1) parents learn to help their child at home, become active partners in their child's learning, (2) parents learn/support (3) Learn to navigate their schools</p>	<ul style="list-style-type: none"> • Students/families set and achieve academic goals together/celebrate success
<p>Broad Array of Services (Youth Development)</p>	<p>(1) Opportunities for growth in art, music, dance and creative drama (2) Applies creativity/thinking in class work (3) Builds self-confidence in achievement (4) History Club- partner with University of Texas to explore and seek archeological dig at the many historic sites on SWISD property/Medina River access, etc.</p>	<ul style="list-style-type: none"> • Student growth in the arts/feelings of self-worth grow as skills grow. • History Club links students to history making it more relevant, fun, and a way to build social studies knowledge & raise scores.

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

County-district number or vendor ID: 015912

Amendment # (for amendments only):

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

- (1) Newsletters with articles written by program students and families will appear on the Texas ACE District Website through coordination with Janice Hernandez, SWISD Director of Communications. Each newsletter will contain basic program information and contact numbers. Newsletters can also be sent out by the district through their e-mail and mail out services to each home in the community and be posted on the district splash page. Also, coordinated with the SWISD Director of Communications, interviews with the ACE program participants can be filmed and shown on the SWISD Green TV slot. Great opportunity for students to write the script and even to produce on-going ACE Updates so that the community can stay connected to the program throughout the year. In addition, news about the program will be included in the Office of Community Education’s fall, spring and summer community education brochures.
- (2) Board presentations will be made by a team from the program under the guidance of the Project Director. After initial award of the grant, the team (students, parents, instructors, etc.) can describe the proposed activities to meet the objectives of the grant and also across the year and at the end of the first year, provide a report on the program effectiveness, plans for improvement, refinement and strengthening of the program.
- (3) Presentations can be made at SWISD Principal Meetings to keep campus leadership aware of the great programming available for their students as well as the collaboration to raise scores, lower discipline referrals and increase attendance rates.
- (4) Presentations can be made at the District level PTA meetings as well as the campus level PTA meetings. The PTA is a great way to get this organization involved, backing the program and to build plans for sustainability.

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

County-district number or vendor ID: 015912	Amendment # (for amendments only):
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Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Transportation is not required for the after school program.

Each of the centers will operate on the students' home campus, so (1) the students are already present at the close of the school day and will simply move to the cafeteria for sign-in, snack and homework help, their academics and on to the Broad Array of Services.(2) Students will be picked up by their parents at the close of the ACE program on a daily basis. Over 90% of the surveys reflect that they will support this program and will pick their children up at th end of the school day. There is no planned transportation other than planned and approved field trips to i.e., the Botanical Center and the DoSeum (Children's museum) for the summer program. All field trips will be part of a planned and approved comprehensive program with learning objectives and follow-up activities for engaging summer learning.

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

County-district number or vendor ID: 015912	Amendment # (for amendments only):
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Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Volunteers in the SWISD ACE Program:

SWISD will encourage the use of volunteers by: Meeting with the principals at the high school to enlist their assistance in recruiting student volunteers who need or want to accrue service hours for their scholarship and college entrance requirements. High School students who want to volunteer in the SWISD ACE Program will need to:

- (1) Complete an ACE Volunteer form (Review ACE Blueprint resources).
- (2) Turn in all required paperwork and signatures from parents.
- (3) Turn in all required teacher recommendation letters.
- (4) Attend required training sessions- two in the fall semester and one in the spring semester.

This process will be reviewed by the 21st ACE Program Advisory Council and may have additions to the process/procedures as the program progresses. In addition, former SWISD high school students who are now enrolled in college may want to volunteer as well to complement their education coursework.

All FERPA guidelines will be adhered to.

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Schedule 16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015912

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.**

Our preliminary plan includes the following resources which will be expanded upon across the life of the grant so that there will not be any break in service to our students.

Advisory Council

Sustainability in all grant projects is a necessary and important part of the overall program planning tool. In every case of positive and sustained programming there are a few key ingredients: (1) Good Programming- a good program that reflects the needs of the students, reflects their voice, and addresses the needs of working families will last if you keep up with the quantitative and qualitative data flowing in on a daily basis. Good programming will become a staple in the community once the news travels of the successful program and the community will want to support the program after the funding has ended. In order to make this work as program funds for afterschool programs can be scarce, we must from the beginning of receiving the Notice of Grant Award- create the 21st CCLC Advisory Council. SWISD Community Education has an advisory council in place and could form a satellite committee from the larger group to serve as the ACE Program Advisory Council. In fact, they should be meeting before the program opens on September 4th, during the program year, and once in the summer to review the regular program, the summer program, and to set goals for the coming school year. When forming the Advisory Council, it would be wise to add to our roster representatives from City of San Antonio City Council- District 4, SWISD District PTA, Girl Scouts of America (Gamma Sigma Pearls & Girls)

City Council District 4

Mr. Ray Saldana is the San Antonio City Councilman for District 4, which is the district in which Southwest ISD resides. Mr. Saldaña built his platform on the importance of literacy development both in the schools and at home. By partnering with Mr. Saldaña's office we can have a strong voice for support from City Council as well as make a case for the use of discretionary funds for continued programming.

SWISD PTA

As stated earlier in this application, the District PTA has the clout and the resources to assist in the goal of achieving inroads to sustainability for the ACE program.

Once programming is solid and the community and the schools support the program, existing resources can be expanded to pick up the cost of the program. In addition, there are numerous grants that will fund projects that extend services already in place because achievement is the end result.

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

County-district number or vendor ID: 015912

Amendment # (for amendments only):

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

Proposed 21 st CCLC Program	Proposed Coordination of Federal State and Local Programs
<p>ACE Program at McAuliffe Middle School, Resnik Middle School, Spicewood Park Elementary School and Elm Creek Elementary School.</p>	<p>All Broad Array of Services will be planned to extend the regular program's offerings rather than risk duplicating or supplanting services. We supplement existing services throughout this program in our after school setting.</p> <p>This requires coordination at the planning level from the beginning so that stakeholders, campus principals and leadership have input and ideas as to what services they would like to have further developed that they do not have but would like to see offered. There are also requests from parents and students for such activities, i.e., tumbling, golf, badminton, ping pong, a junior tennis team, karate classes for parents and their children, etc. that are not affordable or available at the school sites. Needs assessments further clarify for us what the community wants or sees as a need, including what their children are telling them. When the program is in place, keeping in touch with student voice will better serve them, support them and keep numbers up because there is a pulse taken regularly of the community needs that keeps the program vibrant, interesting and alive.</p> <p>Coordination of services allows for effective use of resources, i.e., if a campus already has an afterschool soccer league, then offering soccer through the 21st CCLC Program poses a competing program rather than a coordinated one. In the case that two programs are put in place, that ties up the soccer grounds for teams of children waiting for practice, making it hard on families as well as those who need to maintain the field for mowing, watering, weeding, etc.</p> <p>Poor planning results in confusion, poor use of funding, complaints from stakeholders and a "bad taste in the mouths" of those who need a quality program the most.</p>

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015912

Amendment # (for amendments only):

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

Center	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Center 1	Spicewood Park Elementary 11303 Tilson San Antonio, TX 78224		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:		015912110				
Cost per student		\$1,000				
"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):	40		
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name						
9-digit campus ID number						
Estimated transportation time						
Center 2	Sharon Christa McAuliffe Middle School 9390 SW Loop 410 San Antonio, Texas 78242		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	015912042				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	175	Parent/legal guardian target (in proportion with student target):	35		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Elm Creek Elementary 11535 Pearsall Road San Antonio, Texas 78002		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	015912108				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	40		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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

County-district number or vendor ID: 015912

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Judith A. Resnik Middle School 4495 SW Verano Parkway (Bldg. 100) Von Ormy, TX 78073		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	015912045				
Cost per student	\$1,000				
"Regular" student target (to be served 45 days or more annually):	175	Parent/legal guardian target (in proportion with student target):	35		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

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

County-district number or vendor ID: 015912

Amendment # (for amendments only):

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

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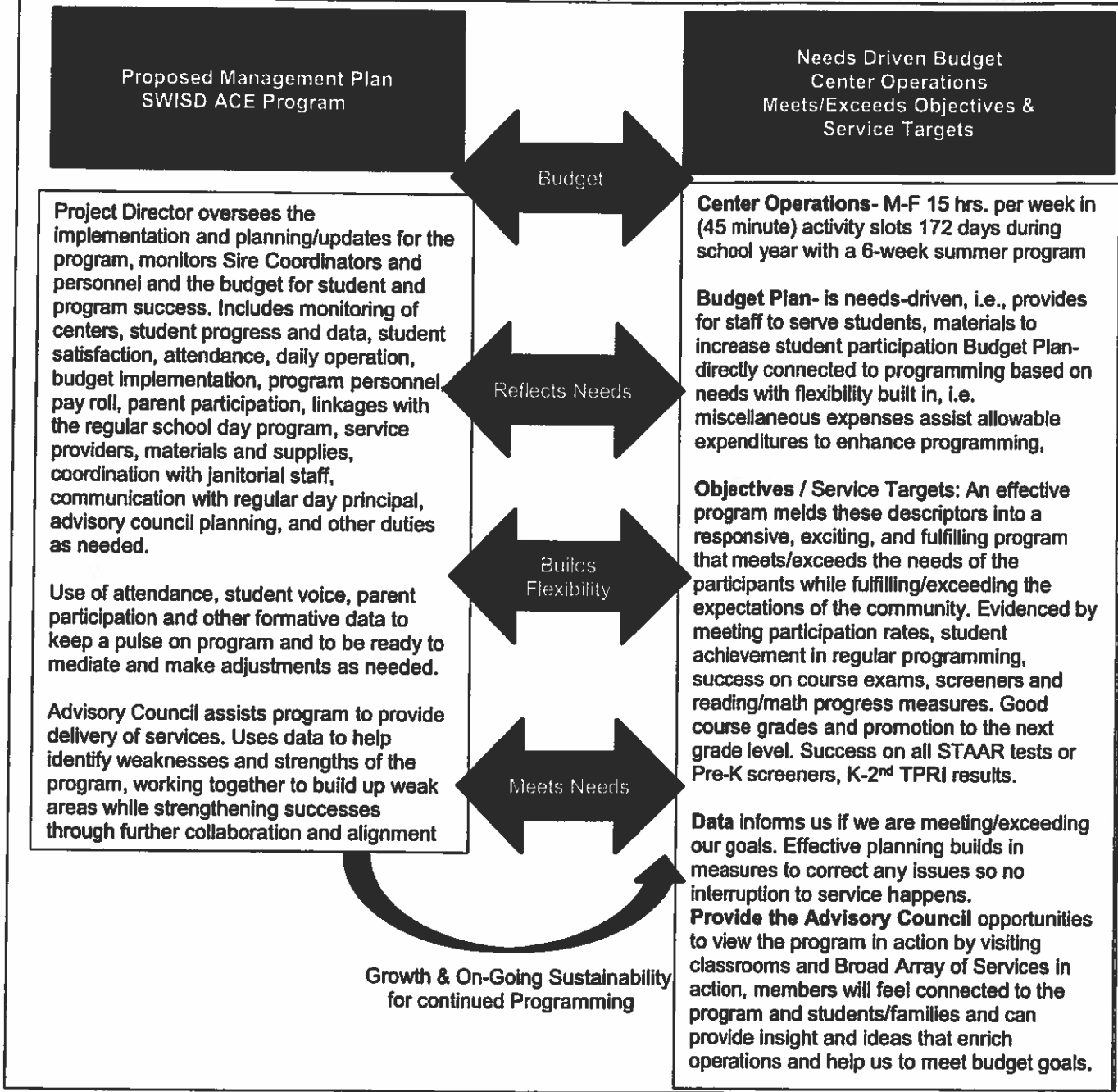
By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)						
County-district number or vendor ID: 015912			Amendment # (for amendments only):			
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
			Feeder school #3			
Campus name:						
9-digit campus ID number						
Estimated transportation time						

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

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



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

County-district number or vendor ID: 015912

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.

Proposed Evaluation Plan:

The plan includes the use of the following tools:

- **Observation-formal & informal-**The Project Director observes sessions on a daily/weekly basis as needed for teacher and program improvement. The “walk-throughs” will provide a snapshot of what the students are doing and what the instructors are doing and how the students are enjoying the program. The data will be used for lesson planning, teacher program training, and center operations improvement as needed.
- **Utilizing Results:** The Project Director will employ a “Managing While Walking Around” philosophy (Tom Peterson, 2000) for maximum visibility and ability to see the program in action. The information and progress will also be shared with the Advisory Council. Any changes to programming, such as a different provider, i.e., responding to students’ needs, will be discussed and recommendations made.
- **Quantitative data-** 21st CCLC Attendance, regular program attendance, grades, STAAR data, conferences with the regular program teachers, discipline referrals, etc. form the pool of data that needs to be examined and acted upon before the data “ages”. It is useful in student conferencing and goal-setting with students.
- **Qualitative Data-** Surveys bring valuable program information from the different stakeholders to the table from which program improvement plans can be developed and tracked. Surveys, that contain a narrative portion where feedback can be obtained from students as well as parents as well as the program providers, is very useful for program improvement.
- **Use of Results to Improve Program Operations:** How is our attendance on Fridays? Is there an issue with Fridays? How do we take that feedback and make it work for program improvement? For example, if some students are playing in the game, their leaving the program for practice will count as their Broad Array of services time. After practice, when they return to the program, they have homework assistance and their academic piece. This has been successful in other 21st programs across the years. The tip is to monitor and adjust as needed for max student attendance, program success, and student success.
- **Use of Results to Improve Program Quality:**
The Project Director needs to weigh the data carefully along with the Program Evaluator and in consult with the Advisory Council to make appropriate decisions that impact program quality. The eye is always on student and family success and program sustainability.

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Schedule #18 – Equitable Access and Participation				
County-District Number or Vendor ID: 015912		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input 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: 015912		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 checked="" type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input 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) Parents often fear schools, ACE will embrace parents.	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<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: 015912

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 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 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 checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

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

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County-District Number or Vendor ID: 015912			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 checked="" 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 checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: 015912			Amendment number (for amendments only):	
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" 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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County-District Number or Vendor ID: 015912 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 type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015912		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<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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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 015912		Amendment number (for amendments only):	
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.</p>			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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