



**Schedule #1—General Information**

County-district number or vendor ID: **057916** 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: **057916** | 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 <a href="#">General and Fiscal Guidelines</a> .
<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 <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<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 <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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

County-district number or vendor ID: **057916** | Amendment # (for amendments only):

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

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

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

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

County-district number or vendor ID: **057916**

Amendment # (for amendments only):

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

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

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

County-district number or vendor ID: **057916**

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

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

County-district number or vendor ID: <b>057916</b>	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

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

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

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

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

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

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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: <b>057916</b>			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	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	
<b>Grand total:</b>				

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: **057916**

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**

			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
#	Schedule #	Class/ Object Code	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.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: **057916**

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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By TEA staff person:

**Schedule #5 – Program Executive Summary**

County-district number or vendor ID: **057916** 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.

Richardson ISD (RISD) has had the same person in charge of after school programs since 2005. She is an ambassador for after school programs in RISD. She began with Cycle 1 of 21st Century as a site coordinator in 2003 and built the elementary fee based programs from the ground up in 2008 all while promoting secondary programs for high poverty students. Being trained in Ruby Payne’s Framework for Understanding Poverty, she is passionate about having after school programs for ALL RISD students. RISD needs this grant to help the targeted number of students, over 1000, to have a chance to be successful in life! This RISD department began in 2008 and only consisted of four people. It grew to encompass Adult Education and Literacy and just last year changed to the Extended Learning department. It is very fortunate to have people compassionate for those in poverty with a desire to see our school-age and our adult students learn and be successful.

**Overview:** After School Programming (ASP) will be offered five days a week, 15 total hours each week, 29 full weeks during the school year and six weeks during the summer for 10 Centers for a total of 35 weeks. Four centers will offer a morning activity providing homework assistance, enrichment, and access to library resources including computers. The afternoon programming, beginning at school dismissal time, will provide academic assistance along with enrichment activities aimed at supporting students’ school day learning environment to support students who are at-risk, in poverty, and/or from the target group identified through STAAR data. We will coordinate summer programming with RISD’s morning summer school program to provide afternoon programming for working families. Summer program will be offered for six weeks, five days a week at four hours per day. With the consistency of our programs, students in poverty will be awarded the opportunity for equity and quality after school programming consisting of high academic standards.

**ACE® Center Schedule**

Time Period	Centers	Schedule	Morning Program	Afternoon Program	Dinner Served	Total Weeks
August - May	3,4,7,10	Monday-Friday	6:35 AM-7:35 AM	4:00 PM-6:00 PM	YES	29
August - May	1,2,5,6,8,9	Monday-Friday	N/A	3:00 PM-6:00 PM	YES	29
Summer	ALL	Monday-Friday	N/A	12:00 PM-6:00 PM	YES	6
						35

**Budget:** Using the Funding Worksheet found on MyTexasAce/Blueprint Cycle 9, the budget was developed after the community needs assessment. This led to discussion with stakeholders identifying the needs for the district and each campus as well as the requirements contained within the application. Funds were strategically budgeted in order to make our ASP effective and meaningful. The goal is to ensure that funds are used wisely for program development and implementation, such as safety, staffing, supplies, training, and curriculum. Close attention was paid to ensure that the cost per student did not exceed the \$1000 per student allowed. Our highest cost per student is \$726. While this is under the allotment, RISD will ensure that students receive the highest quality of instruction and academic assistance.

**Demographics:** Similar to other communities near large urban centers as Dallas, the RISD community has changed dramatically over the past two decades. RISD is part of a suburban community that includes a large number of immigrant families (25%); many low income apartment complexes; smaller, older homes; as well as Section 8 housing. RISD is located in northern Dallas County and houses 35% of its schools. Over half (60%) are located in the city of Dallas and 5% are in Garland. The campuses included in this project serve a high percentage of economically disadvantaged students (84%), with seven being FOCUS schools which means that they have the widest gaps in

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: <b>057916</b>			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		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,331,889	\$15,000	\$1,346,889
Schedule #8	Professional and Contracted Services (6200)	6200	\$40,000	\$10,000	\$ 50,000
Schedule #9	Supplies and Materials (6300)	6300	\$58,000	\$	\$58,000
Schedule #10	Other Operating Costs (6400)	6400	\$45,000	\$	\$45,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$33,609	\$33,609
<b>Grand total of budgeted costs (add all entries in each column):</b>			<b>\$1,441,080</b>	<b>\$58,609</b>	<b>\$1,499,689</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,499,689
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$74,984

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

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

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

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<b>Schedule #7---Payroll Costs (6100)</b>			
County-district number or vendor ID: <b>057916</b>		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$94,795
5 Site coordinator (required)	10		\$513,767
6 Family engagement specialist (required)	1		\$49,880
7 Secretary/administrative assistant	1		\$30,198
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
<b>Auxiliary</b>			
11 Counselor			\$
12 Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
<b>Other Employee Positions</b>			
19 Instructional Assistants	70		\$501,544
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$1,190,184
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$34,800
25 6121 Support staff extra-duty pay			\$
26 6140 Employee benefits			\$121,705
27	Subtotal substitute, extra-duty, benefits costs		\$156,505
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$1,346,689</b>

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

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: <b>057916</b>		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$10,000</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		
2		
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$10,000</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$10,000</b>

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

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<b>Schedule #9—Supplies and Materials (6300)</b>	
County-District Number or Vendor ID: <b>057916</b>	Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>	
Expense Item Description	Grant Amount Budgeted
6300 Total supplies and materials that do not require specific approval:	\$58,000
<b>Grand total:</b>	<b>\$58,000</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: <b>057916</b>		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$12,000</b>

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

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

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: <b>057916</b>			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

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

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**Schedule #14—Management Plan**

County-district number or vendor ID: **057916** 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	(261 Day Contract) – This position will require a Bachelor's Degree with at least five years of experience in ASP. This position will be year-round since we will continue services throughout the summer.
2.	Site Coordinator(s)	Multiple people (226 Day Contract) – This position will require at least three years of ASP experience. Bachelor degree will be preferred.
3.	Family Engagement Specialist	One full time position (226 Day Contract) – Requires previous experience in family engagement services. Knowledgeable of community resources available. Preferred qualifications include a bachelor's degree and ability to write and speak Spanish.

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Increase in state assessment scores in reading, math, science, social studies scores.	09/2018	03/2019
		2. Establish collaborative enrichment academic tutorials.	09/2018	06/2019
		3. Increase parent involvement	12/2018	05/2019
		4. Academic/Homework Assistance	06/2019	06/2019
		5. Activities will be aligned with TEKS	09/2018	06/2019
2.	Family Engagement	1. Kick-Off Celebration/Parent Information Night (Highlight upcoming programs)	08/2018	08/2016
		2. College and career pathway programs.	09/2018	05/2019
		3. <b>Implement activities to support the first 6 of 40 developmental assets</b>	12/2018	05/2019
		4. Completion of certificate programs.	12/2018	05/2019
		5. Enrollment in Adult Education and Literacy Program	09/2018	07/2019
3.	Improve Behavior	1. Sporting events (scrimmages, shoot-outs, gaming)	09/2018	06/2019
		2. Student performances	09/2018	05/2019
		3. Service learning projects	09/2018	06/2019
		4. Increase social and emotional learning activities	09/2018	06/2019
		5. Implementation of Boy Scouts which teaches character education	09/2018	06/2019
4.	Improve Promotion Rates	1. Volunteer activities	10/2018	06/2019
		2. Service learning opportunities	09/2018	06/2019
		3. Cultural exploration	09/2018	05/2019
		4. Target and recruit students for academic interventions	09/2018	06/2019
		5. Career exploration	09/2018	06/2019
5.	Improve Graduation Rates	1. College awareness	09/2018	05/2019
		2. Expose students to college and career activities	08/2018	05/2019
		3. Increase attendance rate	08/2018	02/2019
		4. Decrease in the number of offenses	08/2018	06/2019
		5. Increase in number of students promoted to next grade level	09/2018	06/2019

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

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: <b>057916</b>	Amendment # (for amendments only):
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**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

A community needs assessment provided stakeholders with the data needed to determine and identify schools in need of before and after school programs. Data was collected from the **school district leadership team and parents** from the RISD community. Additionally, the district surveyed parents concerning Adult Education needs.

1. District assessment consisted of quantitative and qualitative data. **Leadership** interpreted and analyzed data from discipline referrals, attendance information, STAAR results, campus socio-economic rates and social and emotional indicators collected through the Student Services department. Seven of the ten schools are Focus schools which are "Title I schools ranked by the widest gaps between reading/math performance of the federal student groups and safeguard targets of 75 percent." With this in mind, along with the mentioned data above, it was concluded that these seven along with the additional three were of the highest need in the district.

Elementary administrators of RISD were administered a campus needs **assessment** with questions related to their campus goals and vision for desired afterschool program services. These surveys were qualitative in nature and gave anecdotal insight for each campus's needs.

2. **Parents** were asked several questions and the feedback was clear that **working families** need child care after school is dismissed. Parents are working during these hours or they would like the opportunity to expand their employment options by having care after school. Students of **working families** at these schools are in need of social and academic intervention, as indicated from multiple RISD data sources, which is what our ACE© Centers will be able to provide for the low-income, **working families**. We will provide quality ASP Services to both students and their families.

3. Earlier this year, **RISD's Extended Learning Department**, which houses the Adult Education team, **surveyed parents** of five of these schools pertaining to ESL and GED/ High School Equivalency (HSE) services. Results indicated that parents want these services in order to obtain their GED/HSE or to gain skills to advance in their current employment. In order to accommodate those needs, our centers will collaborate with each other and with the RISD Adult Education program to determine the classes and events to hold across multiple centers to accommodate parents. We will provide childcare during our adult classes for those who are unable to secure childcare. We also provide ESL and GED prep courses; addressing the stated need of over half our parents. Providing fitness, financial literacy, and college preparation courses are other highly listed parental needs that will be offered to strengthen and support the parent and student relationship. It will also increase the parents understanding of their student's educational experience and show a collaborative relationship between parents, students, school day, and afterschool programs.

In conclusion, the results revealed the need for ASP services, at the ten schools included in the application. These services are to include before school activities, after school care for working families, activities to support the school day, social and academic interventions and family engagement activities and programs to include parent education and ESL/GED classes. Each activity will be at least 45 minutes in length. Activities will include academic assistance, enrichment activities such as cooking, chess, dance, etc., and structured physical activities. **Excising partnerships, which are described at more length later in this application, will supplement our program. Each activity will be intentional to support academic and SEL interventions. The programs will be able to implement activities to support all 40 of the Search Institute's developmental assets.**

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

County-district number or vendor ID: **057916**

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.

**Boy Scouts:** RISD will partner with the Circle Ten Boy Scouts. The Boy Scouts are a well-known organization known for their character building consisting of traits such as trustworthiness, loyalty, helpfulness, and kindness; but, these are just a few. It provides youth training in character, citizenship, and mental and personal fitness. They have strategic relationships with the Congressional Hispanic Caucus, Youth Service America, Youth Build USA, Coalition for Juvenile Justice and several more worthwhile groups and organizations. As part of the partnership, Boy Scouts will provide their curriculum for activities and will also provide transportation to and from specific events. In addition to the regular activities during ACE© time, students will have the opportunity to attend events through-out the year such as Western Day Parent-N-Pal in which students and their parents attend an all day camp in Athens, TX and enjoy archery, hayrides, fishing, games, and horseback riding. Too, students will be able to attend, free of charge, The Scouting Chill O Ree held at Camp Wisdom in the DFW Area. Again, getting to participate in many of the same activities listed above. Additionally, other yearly boy scout activities include camping trips, pinewood derby races, and fishing outings. Communication for these events will be handed out by means of hard copies in English and in Spanish.

**Community In Schools:** RISD 21<sup>st</sup> Century ACE© Programs will partner with Community In Schools (CIS) at Forest Lane, Skyview, Stults Rd. and Thurgood Marshall. CIS is able to work within schools to assist with identifying the needs of students, cultivating lasting relationships with local businesses, social service agencies, and health care providers. These include restaurants, nursing homes, and day cares as well. CIS also works with parent and volunteer organizations who assist in increasing the number of volunteers within the program as well as increase parent participation with classes and events. CIS will identify students who are in need of OST services and communicate this with the SC. They will offer services during the school year to teach leadership skills, team building, and character education. These are important in building confidence and character with each of these targeted students. CIS's class, Advocates for Success, will aid in the development of leadership skills to assist with our goal of making all students college and career ready. Entrepreneurial activities will teach leadership too in addition to teaching academics and service learning. Character education will be developed through activities geared toward social-emotional learning, bullying, stereotyping, and peer relationships. CIS will be invited to SC meetings to provide strategies in reaching students and parents and obtaining resources for the other centers. In turn, SCs with CIS staff will provide training to the other SCs to include strategies that are successful with this partnership to enhance the other programs.

It is with this kind of partnership that we hope to expand to other schools if the district secures other CIS staff. Working together enhances the likelihood of building a long lasting relationship of mutual respect with students. If students have a relationship with the appropriate adult role models, it only increases the chance of their success of academics. And it is with education that will help students to graduate out of poverty and seek a career or higher learning.

**RISD Adult Education:** RISD has been in a consortium with Texas Workforce Solutions of Greater Dallas since 2014 to offer Adult Education and Literacy services to Dallas County residents. Our Extended Learning department, which includes after school programs, has been very successful implementing this program to our RISD Community. Using rigorous curriculum, adult students improve their written and oral skills in strides. We adhere to the assessment guidelines in order to inform participants about their basic skills and abilities; place participants into the most appropriate instructional program, as well as to help participants determine short and long term goals. Together with Dallas County Community College District, we provide career pathways for these adult learners. ACE© parents will be afforded the opportunity to gain these same skills in hopes of gaining their GED, obtain a job or one with better wages, or begin a college career. RISD Adult Education gives learners not only knowledge, but confidence, and self-esteem, and a chance to gain educational qualifications through providing courses and learning opportunities they may not have been able to take at a secondary school or at an earlier stage in their lives. Together with Dallas County Community College District, we provide career pathways for these adult learners. ACE© parents will be afforded the opportunity to gain these same skills in hopes of gaining their GED, obtain a job or one with better wages, or begin a college career.

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

County-district number or vendor ID: **057916**

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.**

The ACE© centers will impact and improve performance, attendance, discipline referrals and advancement on all ten campuses by utilizing these RISD Strategies:

**Academic Interventions** - The after school programming will extend targeted intervention for and enrichment for students. The intervention focus will continue to have a literacy and math focus to support and extended learning focuses from regular school day. The enrichment programming will focus on science, art, music, mind and body fitness, as well as, supporting the social and emotional needs of students.

**Social-Emotional Support** - We will utilize the districted adopted social and emotional programming, Second Step, using a specifically designed program to meet the needs of at-risk students. Training and support will provide ASP Staff and students with skills to intentionally improve the social and emotional health of the students and to empower them with tools to promote a positive decision-making and communication skills. The social and emotional curriculum will be deployed regularly and in association with other positive behavioral support strategies gained through additional training and support from the Regional Service Center and our district Student Services Department. This programming will fit within our response to intervention addressing both the behavioral and academic needs of students.

**Supplemental to this will be the Search Institutes 40 Developmental Assets.**

**Response to Intervention (RTI):** RTI in an approach to identify and support students with learning and behavior needs. The goal here is for a school to intervene on different levels before a student falls really far behind. A school will have an RTI team to discuss and determine interventions that will help a student. When these are identified, the RTI team will communicate with the SC of these interventions by completing a from made just for the ACE© Center.

**Grade Level Teams:** Grade level teams will meet to discuss students' performance, attendance, discipline referrals and the possibility of advancement. These teams will know which of their students are participating in ACE©. The SC will be invited to take part in meetings as it pertains to ACE© students and be in on the decision making process concerning strategies or interventions to utilize to assist a student.

**Parent and Community Partnership** - Our parent and community focuses will be on increasing our communication and engagement. The ACE© intent will be serve to provide parents designed opportunities to experience parent services on parent support workshops, literacy development, health, nutrition and welfare seminars, as well as, targeted activities that provide parents with tools to help parent partner with schools on the education of our children.

Additionally, by monthly benchmarking our identified milestones, we'll be able to evaluate and determine which milestones to improve. This will be collaboration with the district evaluator, each campus SC, and the PD, the FES, and campus administration. Once determined, the results with identified improvement strategies will be reported to the Community Advisory Council.

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

County-district number or vendor ID: **057916**

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.**

Best practices for program implementation involve obtaining available information from the state level, Department of Education, as well as the center level in the form of the Campus Improvement Plan, (CIP). This plan states the needs of the campus and suggestions for improvement. Utilizing this document, the program can complement school day services; thus enhancing academic opportunities. Performance measures, set by the district, will be supported through **SMART goals**, frequent checks for understanding during activities and other strategies for improvement by the SC, PD, and instructor. Materials used will enable our staff to support individual small group practice that can be scaffolded based on the students' needs.

Research has shown that children and youth who participate in ASP can reap a host of positive benefits in a number of interrelated outcome areas—academic, social/emotional, prevention, and health and wellness (Little, Wimer, & Weiss, 2008). For the past decade, RISD has implemented afterschool programs that utilize best practices for students' academic and enrichment development; focusing on the core components that Little, Wilmer, & Weiss attribute to quality afterschool programs; sustained participation, quality programming, quality staffing, and developing strong partnerships.

Based on the research that students improve academically while participating in afterschool activities over time, RISD will gather and analyze data from the District Improvement Plan, Campus Improvement Plan (CIP), student surveys, and community surveys to design and implement activities that are reflective of closing the gap between students who can afford to participate in activities afterschool versus those who cannot. These performance measures will aid in sustaining the participation of students. RISD, with this information, will customize programming with supportive activities, qualified staff, and continuous reflection of practices. It is this framework that will increase the sustained participation of students. The use of their input and awareness of their needs, will keep them engaged with programming.

Quality programming and staffing are needed for any ASP to be successful. RISD is committed to seeking qualified staff and training that staff in current afterschool trends to keep programs fresh and innovative. Staff will consist of teachers, vendors, college students, **AVID tutors**, and outside instructors; who, based upon their position in or out of the district, will have to obtain a set amount of staff development hours. We will include trainings from our nursing staff, special education staff, and student assistance programs staff, to support social-emotional learning. Having this input gives afterschool staff necessary training(s) for student diversity, learning styles, and behavior differences.

Strong partnerships are needed for RISD's afterschool programs success. RISD will partner with the Circle 10 Boy Scouts organization, RISD Adult Education Program, and the Dallas Arboretum. Partnerships expose participants to a wider variety of activities and experiences. The partnerships available afford RISD the chance to unite district measures across enrichment that is tailored to increase students' academic and social awareness, development, and preparation for their future in the workforce.

Finally, the tie in for **SEL support through the Second Step curriculum** along with activities from the **Search Institute's 40 Developmental Assets** will be vital in not only to a child's social and emotional side but will bleed into the progress of their academic achievement.

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

County-district number or vendor ID: **057916**

Amendment # (for amendments only):

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

The ACE© activities will be **hands-on, interactive, connect content matter to real life, integrate project-based learning, and emphasize social emotional learning (SEL) through group work and discussion.** In addition, activities utilize technology to challenge students. These activities will help with **improving RISD’s grant goals of increasing academic performance, attendance, and behavior rates.**

Examples of activities/strategies are:

- Cooking utilizes academics and SEL skills. As a team, students are encouraged to work and eat together in a social setting. In addition, students learn more about nutrition and their health. *“We are absolutely seeing greater use of cooking classes as an educational tool in schools across the country, particularly when it comes to teaching nutrition education,”* said Deborah Kane, director of the USDA’s Office of Community Food Systems, which oversees the national Farm to School Program.
- Chess sparks a student’s creative side. This game promotes brain grown, exercises both sides of your brain, teaches planning and foresight, AND improves reading skills.
- Yoga helps counter the pressures of the busy world, video games, and just the hustle and bustle of everyday life. Student learn techniques for relaxation, meditation and how to manage life’s problems with ease.
- Dance: This type of activity helps improve SEL skills by helping students with creative expression, effective communications, self-regulation, acceptance of others, and self-confidence.
- Career Readiness activities such as career exploration, learn from professionals from different industries, and practice goal setting. This too, will foster social-emotional skills through problem solving and interpersonal skills.
- Project based learning is also great for after school programs and SEL activities. These teach student-centered skill, inquiry and innovation, real work context, and gives students a voice and choice.

Students who have struggled with specific content areas or tests will be targeted for participating in academic enrichment activities which focus on these areas. Activities will be offered that specifically target campus and student needs. The campus SC will work with a designated campus academic liaison and school counselor to determine needs for these students. Together, they will collaborate with classroom teachers for input and feedback in order to identify each student’s specific need.

Enrichment focused activities will integrate hidden academics in hopes of the activities being more enticing for the students. Targeted discussion and reflection will be employed to highlight academic components and reinforce learning. Career and workforce readiness activities incorporate real world academics, which emphasize to students the practicality, necessity, and importance of core content subject matter. This enrichment focused activities actually put learning into action and provides incentive for students to pursue education. Vendors will be invited to participate to

Comprehensive activity planning ensures that all activities intentionally incorporate academic learning and fully utilize all teachable moments. By approaching learning through a variety of methods and ensuring that students understand that learning is **useful, intriguing, and fun**, the students can begin to improve and excel academically. For many activities, all three components are integrated to create fully developed educational experiences. Each activity is developed in alignment with campus and student needs any correlation with texts and school day learning. The previous school year’s state assessment data will help inform activity development and selection at each campus. The comprehensive planning works to improve academic achievement for all students through each activity.

Additionally, RISD will utilize the Second Step SEL Program to address social and emotional issues identified through district data. RISD has adopted this curriculum to implement district-wide. To support the school day, this will be utilized during our after school programs as well.

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

County-district number or vendor ID: **057916**

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.**

If awarded, RISD will immediately begin to notify the parents and community. Information will be sent via our district’s mass phone tree system and the district’s mass email system. All information will be posted on pertinent RISD social media accounts as well as the main RISD website and campus web pages. Flyers, in multiple languages, will be strategically place around neighborhoods such as local Community Resource Centers, federal office for assistance programs, apartment buildings, washaterias, and grocery stores.

**Throughout the year, RISD utilizes several social media sources such as Facebook, Twitter, Snapchat and YouTube.** Each is used to highlight achievements throughout the district. The RISD ACE© centers will use their own site to inform parents of upcoming events as well as showcasing our students. In turn, The RISD Facebook page will share our posts. This has been very effective in the past as we have evaluated data provided by Facebook to review how many views each posts receives.

Using other funding, we will boost other posts so that we can specify who we want to see our posts. This provides for a wider audience to the Richardson community since it reaches out to those who are not connected yet to our social media accounts. This will be in effort to “friend raise” and make business and community members aware of our ACE© Centers. As our programs showcase students performances and products, these members will consistently observe what quality programming is able to do for our students. It will be our hope that through this type of exposure, we will be able to secure funding after the duration of this grant.

RISD Edline is a part of risd.org which is a Learning Community Management System and provides support for all district levels and parents. Each is able to obtain up-to-date information including ACE© forms for convenience. RISD Notes is the weekly district electronic circulation for employees while RISD School Times Now is the weekly electronic circulation to Richardson residents. ACE© students will be highlighted regularly for exposure to the community. Learning Center Newsletters will be distributed each session which highlights student and staff achievement, upcoming events, and relevant program facts. RISD Connect ED mass calling will be utilized to announce upcoming learning center events. Additionally, school registration, open house, etc. will be utilized for program marketing purposes.

On a more regular basis though, a hard copy newsletter will be given to parents four to six times a year through the campus site coordinator. We will use this to inform parents of numerous items as well as highlight ACE© students across the district.

Student newsletters, written and created by ACE© students will lend to the dissemination of pertinent news allowing students to be in a leadership role supporting the developmental asset that young people are given useful roles in the community.

Currently, we also utilize local community magazines to advertise our programs and will continue to do this using different funding. Examples are the Lake Highlands Advocate, and Richardson Today. Again, allowing the community to be aware of the RISD ACE© Centers.

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

County-district number or vendor ID: **057916**

Amendment # (for amendments only):

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

All campuses are neighborhood schools with students' homes being within walking distance. Busses will not be utilized for transportation home from the ACE© Centers.

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

County-district number or vendor ID: **057916**

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

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

Volunteers will be recruited at different times throughout the year. First, we will contact and work with faith based organizations to help to build a network of volunteers. We will do this by meeting with key personnel to explain our cause. As we grow, we will then train a volunteer to then recruit more volunteers by the same method.

Moreover, open house will serve as an outlet for recruiting persons to work in our ACE<sup>®</sup> Centers. But not just at the ACE<sup>®</sup> schools, we will set up booths at all schools, utilizing the campus site coordinator, to advertise for volunteers. At many of our sites that have tuition-based programs, we have one-income families. We will ask the non-working parent to devote an hour each week to read to one of our students or to assist with academic time. It's by introducing people not familiar with our ACE<sup>®</sup> Center-type programs in which you win their hearts for after school programs.

We will also recruit senior citizens by contacting nursing homes and RISD retiree organization. The Extended Learning Department head receives regular communication from this organization and will be able to communicate our needs to the group. Also, contacting service groups such as Junior League, Richardson Chamber of Commerce, and Network of Community Ministries will add to that network.

Recruiting will also come in the form of flyers to post at facilities with job and interest boards, college campuses, and nursing homes. Our department belongs to several college job and volunteer boards and will continue to utilize these. As volunteers are acquired and approved, they will be placed based upon the applicant's skills, interests, and desired location.

We will utilize teachers who are seeking hours for their graduate level classes in administration and counseling. Typically, they're able to teach or assist at least one session or 12 days. We will collaborate with our own Human Resources department to identify these individuals who we work with through area colleges and universities.

Those who express interest or those whom we seek out for the purpose of volunteering in RISD afterschool programs must undergo a background check and complete the RISD Volunteer form obtained at:  
[https://www.risd.org/Group/Community/Volunteer\\_Opportunities/volunteer-application-form.asp](https://www.risd.org/Group/Community/Volunteer_Opportunities/volunteer-application-form.asp)

Volunteers will be placed upon student need and volunteer interest. We'll determine if a volunteer's skill set is an appropriate match for the desired center and if there is a need. Volunteers must indicate a passion for afterschool and wanting to assist in the well roundedness of our student development. They must provide students with a sense of understanding and support. We plan to strongly encourage the use of volunteers within our programs. The use of volunteers decreases payroll that opens the door for more student opportunities with supplies and activities. Second, the use of volunteers will bridge the community and the school; giving the students a role model, support system, and exposure to real world people and experiences.

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

County-district number or vendor ID: **057916**

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.**

Richardson ISD received the Cycle 1 grant in 2003 to fund five junior high programs. We received the Cycle 5 grant to include these same five sites and included seven additional elementary programs. That same year, 2008, RISD implemented tuition-based elementary programs. In 2010, we were awarded the Cycle 7 grant which included two different junior high schools, three high schools and our primary school. Currently, we have 40 tuition based elementary schools and have all junior high programs funded locally. This was an awesome day for RISD! However, we are still lacking funding for our high school sites and for our most poor students in the elementary schools.

In 2010, we licensed several of our elementary schools as licensed child care centers, including all ten listed in this grant. The hope was to allow parents to apply for child care benefits through the Texas Workforce Commission. Only 6% of the over 1000 we're proposing to serve, are utilizing these services. It hasn't been without effort on both RISD's and the parent's side to obtain these benefits. The first one being "frozen funding". This has happened on several occasions and it's happening now. There are currently 6,000 children on the waiting list for Child Care Assistance. Also, some of our parents fear being deported if they apply for these benefits even though this has not happened.

We continue to work on this because we know that working families need quality after school care and RISD provides this. We work with the day staff, support the school day and extend RISD Services.

We have and will continue to look into other entities that could possibly provide student services such local community churches, faith based and non-profit organizations. We will seek out corporations we targeted to through strategic "social media" posting who **WILL** want to give back to the community and provide funds, time, and/or materials. We will seek assistance from faith based communities and hope to catch the eye of an organization willing to invest in our students' lives.

In addition, critical staff will attend ACE© trainings, the BOOST and National Afterschool Association Conference to attend sustainability sessions to gain insight into continuing programs once grant funding is discontinued.

The CAC will have a committee solely focused on sustainability. It will be at this time that we contact additional organizations, friend raise and create a timeline to achieve tasks to attain sustainability. This committee will develop goals to obtain to provide quality after school programming. This committee will need to be compassionate and enthusiastic and truly know how and why our after school programs are vital to all students in the Richardson community. If this committee does not have the buy-in, it will not. That is why RISD must have dedicated individuals on this particular committee willing to advocate for the RISD After School Programs for ALL.

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

County-district number or vendor ID: **057916** 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.**

With over 7100 students in these 10 schools, it takes a 21<sup>st</sup> Century Grant to be truly effective. We know through research that students who attend on a regular basis have a higher attendance rate for regular day school. ([http://www.afterschoolalliance.org/documents/Evaluation\\_Backgrounder.pdf](http://www.afterschoolalliance.org/documents/Evaluation_Backgrounder.pdf)) Also, it's important to have the programs consistently. While fortunate to receive this funding, and continue to receive if awarded, it's not enough to provide quality after school program without the funding amount such as the 21<sup>st</sup> Century grant.

Below is a list of current partnerships, along with a description of services, we have cultivated over the last ten years. These are several local programs that we currently implement in our after school programs around the district.

Children's Health Hospital	Provides an eight weeks curriculum for students grades KG-6th. Curriculum includes materials supporting students learning based on their Healthy Lifestyle Curriculum.
Parkland Community Health Plan	Visits campus providing a workshop about "Community Helpers at The Hospital". Helps KG-1st grade support school day content.
Southwest Dairy Farmers/Farms On Wheels	Visits our summer campuses to teach their dynamic educational program featuring a fully operational milking parlor.
Operation Kindness Program- City of Richardson Shelter	Their curriculum covers character education, citizenship, empathy, and responsibility focusing on pets' well-being. They bring a pet every time they meet with the students.
Learning Power-DCCCD	DCCCD provides a program dedicated to empowering elementary students and discover their academic potential.
Jaime Barron-Attorneys	Open to provide immigration seminars free of charge for our Hispanic community concerning immigration laws.
DART-Dallas Area Rapid Transit.	DART provides programs with curriculum titled "On the Go"! The curriculum objective is to help elementary students understand how the public transportation system is operated and the benefit it brings to the city. As a culminating event for this curriculum, DART is offering a free field trip for our students involving one of their partnerships with Plano Interurban Rail Museum

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

County-district number or vendor ID: **057916**

Amendment # (for amendments only):

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

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	AIKIN EL 12300 Pleasant Valley Dr. Dallas, TX 75243		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	<b>057916135</b>				
	<b>Cost per student</b>	<b>\$582</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	<b>112</b>	<b>Parent/legal guardian target (in proportion with student target):</b>		<b>25</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	AUDELIA CREEK EL 12600 Audelia Rd. Dallas, TX 75243		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	<b>057916144</b>				
	<b>Cost per student</b>	<b>\$584</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	<b>98</b>	<b>Parent/legal guardian target (in proportion with student target):</b>		<b>25</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	CAROLYN G BUKHAIR EL 13900 Maham Rd. Dallas 75240		<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"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	<b>057916145</b>				
	<b>Cost per student</b>	<b>\$726</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	<b>101</b>	<b>Parent/legal guardian target (in proportion with student target):</b>		<b>25</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

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

County-district number or vendor ID: <b>057916</b>		Amendment # (for amendments only):		
<b>Center 4</b>	<b>Name and physical address of center site:</b>	<b>The campus is (check all that apply):</b>	<b>Grade levels to be served (check all that apply):</b>	
	FOREST LANE ACADEMY 9663 Forest Lane Dallas, TX 75243	<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 type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057916143		
	<b>Cost per student</b>	\$673		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	110	<b>Parent/legal guardian target (in proportion with student target):</b>	25
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	<b>Campus name</b>			
	<b>9-digit campus ID number</b>			
<b>Estimated transportation time</b>				
<b>Center 5</b>	<b>Name and physical address of center site:</b>	<b>The campus is (check all that apply):</b>	<b>Grade levels to be served (check all that apply):</b>	
	FORESTRIDGE EL 10330 Bunchberry Dr. Dallas, TX 75243	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057916120		
	<b>Cost per student</b>	\$584		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	99	<b>Parent/legal guardian target (in proportion with student target):</b>	25
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	<b>Campus name</b>			
	<b>9-digit campus ID number</b>			
<b>Estimated transportation time</b>				
<b>Center 6</b>	<b>Name and physical address of center site:</b>	<b>The campus is (check all that apply):</b>	<b>Grade levels to be served (check all that apply):</b>	
	NORTHLAKE EL 10059 Ravens Way Dallas, TX 75243	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057916121		
	<b>Cost per student</b>	\$590		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	92	<b>Parent/legal guardian target (in proportion with student target):</b>	25
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	<b>Campus name</b>			
	<b>9-digit campus ID number</b>			
<b>Estimated transportation time</b>				

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<b>Center 7</b>	<b>Name and physical address of center site:</b>	<b>The campus is (check all that apply):</b>	<b>Grade levels to be served (check all that apply):</b>	
	RISD ACAD 13630 Coit Rd. Dallas, TX 75240	<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 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	
	<b>9-digit campus ID number:</b>	057916137		
	<b>Cost per student</b>	\$684		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	88	<b>Parent/legal guardian target (in proportion with student target):</b>	25
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	<b>Campus name</b>			
	<b>9-digit campus ID number</b>			
<b>Estimated transportation time</b>				
<b>Center 8</b>	<b>Name and physical address of center site:</b>	<b>The campus is (check all that apply):</b>	<b>Grade levels to be served (check all that apply):</b>	
	SKYVIEW EL 9229 Meadowknoll Dr. Dallas, TX 75243	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057916126		
	<b>Cost per student</b>	\$576		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	120	<b>Parent/legal guardian target (in proportion with student target):</b>	25
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	<b>Campus name</b>			
	<b>9-digit campus ID number</b>			
<b>Estimated transportation time</b>				
<b>Center 9</b>	<b>Name and physical address of center site:</b>	<b>The campus is (check all that apply):</b>	<b>Grade levels to be served (check all that apply):</b>	
	STULTS ROAD EL 8700 Stults Rd. Dallas, TX 75243	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057916114		
	<b>Cost per student</b>	\$674		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	109	<b>Parent/legal guardian target (in proportion with student target):</b>	25
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	<b>Campus name</b>			
	<b>9-digit campus ID number</b>			
<b>Estimated transportation time</b>				

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<b>Center 10</b>	<b>Name and physical address of center site:</b>	<b>The campus is (check all that apply):</b>	<b>Grade levels to be served (check all that apply):</b>	
	THURGOOD MARSHALL EL 8666 Ferris Brand Blvd. Dallas, TX 75243	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057916146		
	<b>Cost per student</b>	\$591		
	<b>"Regular" student target (to be served 45 days or more annually):</b>	102	<b>Parent/legal guardian target (in proportion with student target):</b>	25
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
	<b>Campus name:</b>			
	<b>9-digit campus ID number</b>			
<b>Estimated transportation time</b>				

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

County-district number or vendor ID: <b>057916</b>	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.**

The management plan includes the following components:

**Communication**

- a. Ongoing communication between PD and SCs to ensure all parties has a working knowledge of the grant requirements. Meetings, including cyber meetings, conference calls, will occur weekly to review grant requirements, data, and participate in staff development activities;
- b. Utilizing the MyTexasAce website as a communicative tool with other grantees;
- c. Coordination with the technical consultant to monitor grantee progress and implement any recommendations;
- d. Coordinate training opportunities with the school day to promote program awareness and current student educational trends;

**Training**

- a. Funds have been budgeted for the required attendance of the PD and SCs to attend conferences and workshops as required by TEA. Information gathered at these trainings will be used brought back to staff meetings to implement best grant practices;
- b. The PD will meet with staff weekly to discuss pertinent grant details such as data, attendance, course success;
- c. SCs will meet with their staff every session to inform them of grant updates.
- d. Staff development, book studies,
- e. Technology at the center level as well as the administration level.

**Tracking and Data Collection**

- f. Established data quality and processes to protect confidential student information and education records according to the Family Educational Rights and Privacy Act (FERPA);
- g. Keep it secure and locked in a file cabinet in the SC's office;
- h. Meet during the progress and report card periods to review data, track student progress, and implement plans of action;
- i. SC's will keep folders on each student that contains grade, discipline, notes from teachers, meeting notes, and other pertinent student information;
- j. SC's will be provided with a flash drive, password encrypted, to house all center information;

**Monitoring and Evaluation**

- k. Each center will be evaluated according to the Professional Development Appraisal System;
- l. Internal evaluation of center activities for effectiveness and continuous improvement;
- m. Conduct regular, internal monitoring to ensure compliance with all grant requirements and cooperate with program implementation assurance conducted by TEA;
- n. The independent auditor will conduct an evaluation of each center due no later than July 31, 2017 based on the factors included in the principals of effectiveness;
- o. We will participate in any separate state level evaluations conducted by TEA

Center Operation Plan: For Centers 3, 4, 7 and 10, each will have a morning activity from 6:35 AM-7:25 AM, which is consistent with all other elementary campuses. The afternoon component will run from 4:00 PM-6:00 PM. For all other centers, the program will run from 3:00 PM-6:00 PM each day. At school dismissal, students will immediately go to their first activity. At 5:30 PM, all centers will be provided a dinner through the Be A Champion food organization. During the summer, programs will begin at the dismissal time of summer school and will continue for at least four hours. ACE© will be open for no less than 35 weeks during the year.

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

County-district number or vendor ID: **057916**

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.**

The primary source for data collection will come from the **TX21 student tracking system**. It is this information, coupled with the use of the district's student information system, FOCUS, which will provide us with program-level data. Weekly, site coordinators will run exception reports to view data. If this information is unavailable, the SC will reach out to the campus PEIMS clerk. This data will be used to meet RISD's grant goals of **improving academic performance, attendance, behavior, promotion and graduation rates**. Information within the exception reports will be compiled for reporting and program changes for the information contained in these reports are specific to activity participation (to help with school day attendance), number of students served, and student demographic data (to help with promotion and graduation rates.) FOCUS will provide the grantee with necessary information related to discipline (to help decrease behavior rates.) There are reports that detail the number of student referrals and office visits. The system also provides PEIMS data that is readily available to site coordinators. Working collaboratively, the PD and SC's will review data and discuss interventions based upon results. If there is a need outside the scope of our programming, meetings with the campus instructional specialists, special education department (if the student is classified), and administration will ensue to maximize student opportunity and potential for success. Based upon the information provided within these reports, programming will be adjusted accordingly.

Information will be made public through the PD who will work with the RISD Department of Accountability and Continuous Improvement. The specific department will make this information public and stay within the legal guidelines of publishing such data. The PD will also attend administrative meetings and provide this data. SCs will attend campus staff meetings to provide them with the evidentiary support of program successes and engage them with discussion for improvement strategies inclusive of their input regarding the presented data. It will also be an opportunity for staff to convey their input with regards to programming changes based upon the data presented.

Performance measures will be set by the district, the PD, and each SC in collaboration with the schools and their staff. Using needs assessments, TX21 data, school day data, student and family input, SMART goals will be created with specific strategies for attainment. Goals will also be set to determine how much student achievement increase will be seen with regularly attending students. Measures include data that reflects students overall program participation, **to analyze student school attendance, one of RISD's grant goals**; specifically the number of students who attend particular academic enrichment courses. Goals are further set to determine the academic success of those students who have demonstrated regular program attendance. The PD will meet weekly with the SCs to analyze data student progress towards set objectives and adjust strategies as student need indicates, **to improve promotion and graduation rates**.

Academic activities will utilize teaching strategies and lessons based on a variety of scientifically researched practices such as **clear learning goals, questioning to check for understanding, feedback for students, cooperative learning, and project based learning**.

Utilizing TX21 data and the grantee final report, activities are evaluated as to their effectiveness for student success. Best practices are included in program design and implementation. Staff is required to complete staff development that ensures the latest training educational trends.

Continuous program assessment will occur through data collection from campus and community needs assessments, RISD board meetings, campus instructional leadership team meetings, campus staff meetings, and meetings with student instructors. Data will also come from parents surveys administered at family events and adult classes. Information gathered will be disseminated and discussed in staff meetings, emails, and utilized in google drive.

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

County-District Number or Vendor ID: **057916** | 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

County-District Number or Vendor ID: **057916**

Amendment number (for amendments only):

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

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

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input 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: **057916** Amendment number (for amendments only):

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

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

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

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County-District Number or Vendor ID: **057916**

Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **057916**

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: **057916** 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

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

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

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

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

County-District Number or Vendor ID: **057916** 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 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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<b>Schedule #19—Private Nonprofit School Participation</b>	
County-District Number or Vendor ID: <b>057916</b>	Amendment number (for amendments only):
<b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u>	
<b>Failure to complete this schedule will result in an applicant being disqualified.</b>	
<b>Questions</b>	
1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes you must answer question #2 below.</li> <li>• If your answer to this questions is no, you do not address question #2 or the assurances below.</li> </ul>	
2. Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes, you must read and check the box next to each of the assurances below.</li> <li>• If your answer to this question is no, you do not address the assurances below.</li> </ul>	
<b>Assurances</b>	
<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	The applicant assures that the total grant award requested on <b>Schedule #6—Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: