

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID Place date stamp here. <div style="text-align: right; font-size: small;"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 PM 12:08 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information					
Organization name		County-District #		Amendment #	
Education Service Center, Region 13		227-950		N/A	
Vendor ID #	ESC Region #		DUNS #		
741590220	13		04-2979604		
Mailing address			City	State	ZIP Code
5701 Springdale Rd.			Austin	TX	78723-3646
Primary Contact					
First name		M.I.	Last name		Title
Willa Rosen			Rosen		Project Director
Telephone #		Email address		FAX #	
512.919.5326		willa.rosen@esc13.txed.net		512.919.5155	
Secondary Contact					
First name		M.I.	Last name		Title
Leticia			Serna		Grants Coordinator
Telephone #		Email address		FAX #	
512.919.5236		leticia.serna@esc13.txed.net		512.919.5374	
Part 2: Certification and Incorporation					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Rich		Elsasser	Executive Director
Telephone #		Email address	FAX #
512.919.5301		rich.elsasser@esc13.txed.net	512.919.5374

Signature (blue ink preferred)

Date signed

4/25/18

Only the legally responsible party may sign this application.

701-18-111-129

Schedule #1—General Information	
County-district number or vendor ID: 227-950	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 type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input 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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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-950 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: 227-950

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 227-950	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 227-950	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	227-950	Dr. Rich Elsasser	512.919.5301	\$200,000
	Region 13, Education Service Center		rich.elsasser@esc13.txed.net	
Member Districts				
2.	246-902	Mr. Paul Michalewicz	254.793.2850	\$260,000
	Florence ISD		pmichalewicz@florenceisd.net	
3.	089-901	Dr. Kimberly Strozier	830.672.9551	\$390,000
	Gonzales ISD		kim.strozier@gonzalesisd.net	
4.	028-902	Dr. Susan Bohm	512.398.0040	\$390,000
	Lockhart ISD		susan.bohm@lockhart.txed.net	
5.	028-903	Dr. Tim Glover	830.875.3191	\$260,000
	Luling ISD		tglover@luling.txed.net	
Grand total:				\$1,500,000

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

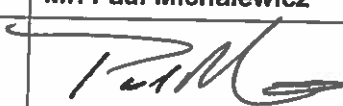
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Grand total:				\$1,500,000

Schedule #3—Certification of Shared Services

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

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Schedule #3—Certification of Shared Services

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Grand total:				\$1,500,000

Schedule #3—Certification of Shared Services

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Grand total:				\$1,500,000

Schedule #5—Program Executive Summary

County-district number or vendor ID: 227-950	Amendment # (for amendments only):
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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Central Texas ACE Collaboration (CTAC) will strive to systemically reform designated campuses by providing high quality out of school time programming to **four districts in Central Texas who have never received 21st CCLC funds from the Texas Education Agency**. CTAC is a partnership of targeted districts in Central Texas managed jointly by the **Education Service Center, Region 13 (ESC 13) and the Austin Community College (ACC)**. All partner schools have challenges with student achievement on STAAR and benchmark testing and high student social/emotional needs with limited pathways to higher education and career exploration. **The partner school districts are Florence ISD, Gonzales ISD, Lockhart ISD and Luling ISD**. This project will serve ten new centers and seven new feeder schools.

The ESC 13 School Improvement Team conducted an intensive data analysis of STAAR testing results, demographics and school districts actively engaged in system reform efforts. The ESC 13 Deputy Director approached district leaders who demonstrated strong community involvement and a commitment to align the ACE Program with existing district improvement efforts. The partner schools have needs in terms of poverty, mobility, at-risk student behavior, and academic achievement gaps, particularly with English language learners. **Three of the ten centers and feeder schools are serving students attending campuses identified as Improvement Required, two are Priority Schools and three are Focus Schools**. As compared with the 2016-17 TEA State of Texas Academic Performance Report, the CTAC partner schools will serve 10% higher than average rate of economically disadvantaged students and an 8.6% higher than average rate of at-risk students. CTAC communities struggle with high percentages of poverty. Sixty-nine percent of students at the ten centers are identified as living at or below the poverty level and receive free or reduced lunch. Many of the parents are poorly educated themselves, with the rate of adults graduating from high school being less than the state average: Florence – 82%, Gonzales – 70%, Lockhart – 80% and Luling – 72%, as compared with the state average of 83%.

As a result of a comprehensive data analysis of all schools in the Central Texas area completed in February 2018, the following program objectives were created:

- Objective 1: By May 2023, 80% of all students will pass all sections of STAAR/EOC testing at all campuses.
- Objective 2: By May 2023, the attendance rates for each campus will increase to 98.5% as measured by the average daily attendance rate.
- Objective 3: By May 2023, the number of behavioral referrals for each campus will decrease by 10% as measured by PEIMS data.
- Objective 4: By May 2023, the promotion rate will increase to 99% as measured by PEIMS data.
- Objective 5: By May 2023, 85% of ACE regular attendees will be reading at or above grade level.

The budget for this proposed project was developed via meetings between ESC 13 and ACC staff, principals, and district leaders, with input from parents and community members. Key academic acceleration components of the CTAC feature intensive academic tutoring, academic enrichment, technology training, and extracurricular learning for enrolled students and their family members. CTAC will offer high quality learning opportunities in a safe and secure environment to students who have been identified by their campus administration, teachers or parents as needing additional academic or behavioral assistance. Each school will offer before-school learning time to provide academic assistance. During afterschool time, students will have a range of learning opportunities, including homework assistance, tutoring in core academic areas, technology, fine arts, health/wellness, college and career exploration opportunities, and physical fitness. Each day, students will participate in a minimum of one academic activity and one TEKS-aligned enrichment activity. These programs will be offered five days per week during the school year and no less than four days per week, for a minimum of four hours per day for six weeks in the summer program, with occasional special weekend and evening activities.

ESC 13 has a twelve-year history of successful ACE grant management and has been compliant with all federal and state statutory requirements, as evidenced by high scores on the Key Task Assessment. In 2011, ESC began collaborating with the Austin Community College to strengthen family engagement and college and career readiness standards. This strong partnership will continue to offer 21st CCLC services to new high-needs schools. The ACE Project Director at ESC 13 and the Family Engagement Specialist at ACC will work collaboratively with district, campus, family and community leaders to implement the program, under the guidance of district leaders. Cycle 9 grantees in CTAC will mentor new campuses and Site Coordinators, by sharing resources, tools, templates and providing peer support. ESC 13 will use existing evaluation protocols for formative and summative evaluation and will inform all partners of program strengths and weaknesses. This data will help to make midcourse corrections as a part of continuous quality improvement.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 227-950			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,189,507	\$0	\$1,189,507
Schedule #8	Professional and Contracted Services (6200)	6200	\$91,436	\$30,000	\$121,436
Schedule #9	Supplies and Materials (6300)	6300	\$51,468	\$0	\$51,468
Schedule #10	Other Operating Costs (6400)	6400	\$127,896	\$0	\$127,896
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,460,307	\$30,000	\$1,490,307
7.578% indirect costs (see note):			N/A	\$9,693	\$9,693
Grand total of budgeted costs (add all entries in each column):			\$1,460,307	\$39,693	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$1,270,000	\$30,000	\$1,300,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

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

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

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

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 227-950		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
			Grant Amount Budgeted
Academic/Instructional			
1	Teacher		\$
2	Educational aide		\$
3	Tutor		\$
Program Management and Administration			
4	Project director (required)	1	\$80,396
5	Site coordinator (required)	10	\$485,250
6	Family engagement specialist (required)	1	\$59,304
7	Secretary/administrative assistant		\$
8	Data entry clerk		\$
9	Grant accountant/bookkeeper		\$
10	Evaluator/evaluation specialist		\$
Auxiliary			
11	Counselor		\$
12	Social worker		\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13	ESC specialist/consultant		\$
14	ESC coordinator/manager/supervisor		\$
15	ESC support staff		\$
16	ESC other		\$
17	ESC other		\$
18	ESC other		\$
Other Employee Positions			
19	Title		\$
20	Title		\$
21	Title		\$
22	Subtotal employee costs:		\$624,950
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay	\$
24	6119	Professional staff extra-duty pay	\$320,960
25	6121	Support staff extra-duty pay	\$63,320
26	6140	Employee benefits	\$180,277
27	Subtotal substitute, extra-duty, benefits costs		\$564,557
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,189,507

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 227-950		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluation Services as required per grant guidelines.	\$30,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$30,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$91,436
(Sum of lines a, b, and c) Grand total		\$121,436

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

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On this date:

By TEA staff person:

Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 227-950	
Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval	
Expense Item Description	Grant Amount Budgeted
6300 Total supplies and materials that do not require specific approval:	\$51,468
Grand total:	\$51,468

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227-950		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.	\$11,500
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:		\$116,396
Grand total:		\$127,896

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

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

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Schedule #14—Management Plan				
County-district number or vendor ID: 227-950			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	Willa Rosen, LCSW, LCDC has a Master's Degree in Social Work and 17 years of experience serving as a Project Director for Texas ACE programs from the USDE and the TEA. She has over 28 years of experience working with at-risk youth, in school districts and non-profit organizations and frequently presents at state and federal conferences on 21 st CCLC programs.		
2.	Site Coordinator(s)	Site Coordinators will have: Bachelor's Degree in education or related field, work with high-risk families, staff supervision, community resources knowledge and strong interpersonal communication skills. Applicants with previous ACE experience will receive preference.		
3.	Family Engagement Specialist	Tonda Turner, BSW, has over 29 years of experience in social work and education. She has held family engagement positions for the past 11 years, including ACE programs. Prior work experiences include early childhood and residential care for high-risk youth.		
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.	By May 2023, 80% of all students will pass all sections of STAAR/EOC testing at all campuses.	1 Train campus staff on intentional activity design	08/01/2018	09/06/2018
		2 Train staff on the Strategic Tutoring Model	08/01/2018	12/01/2018
		3 Offer tutorials, homework assistance, learning activities	09/06/2018	07/14/2019
		4 Offer intensive summer camp training in core subjects	06/01/2019	07/14/2019
		5 Conduct Parent University sessions on core subjects	09/06/2018	07/14/2019
2.	By May 2023, the attendance rates for each campus will increase to 98.5% as measured by the average daily attendance rate.	1 Train campus staff on truancy and dropout prevention	08/01/2018	09/06/2018
		2 Site coordinators to serve on Rtl teams	09/06/2018	05//19/2019
		3 Offer career exploration programs for PK-12 students	09/06/2018	07/14/2019
		4 Offer high interest enrichment programs	06/01/2019	07/14/2019
		5 Conduct Parent University sessions on the importance of regular attendance and health/wellness	09/06/2018	07/14/2019
3.	By May 2023, the number of behavioral referrals for each campus will decrease by 10% as measured by PEIMS data.	1 Train campus staff on behavior management strategies	08/01/2018	09/06/2018
		2 Offer enrichment classes to support interpersonal skills	09/06/2018	07/14/2019
		3 Offer social skills training classes	09/06/2018	07/14/2019
		4 Link with community organizations offering services	10/01/2018	07/14/2019
		5 Conduct Parent University sessions on mental health	09/06/2018	07/14/2019
4.	By May 2023, the promotion rate will increase to 99% as measured by PEIMS data.	1 Train campus staff on student retainment	08/01/2018	09/06/2018
		2 Increase access to library and campus technology	09/06/2018	07/14/2019
		3 Offer sessions on Critical Thinking Skills	09/06/2018	07/14/2019
		4 Site coordinators to serve on Rtl teams	09/06/2018	05//19/2019
		5 Conduct Parent University classes on home learning	09/06/2018	07/14/2019
5.	By May 2023, 85% of ACE regular attendees will be reading at or above grade level.	1 Assess student reading through progress monitoring	08/01/2018	09/06/2018
		2 Provide targeted interventions to accelerate learning	09/06/2018	07/14/2019
		3 Utilize computer-based learning for improved literacy	09/06/2018	07/14/2019
		4 Offer professional development on Strategic Tutoring	09/06/2018	05//19/2019
		5 Conduct Parent University sessions on improving reading skills	09/06/2018	07/14/2019
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: 227-950	Amendment # (for amendments only):
<p>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.</p> <p>In December 2017, the ESC 13 School Improvement Team conducted an assessment to identify regional school districts with the greatest academic needs. Documents reviewed during this process included TEA District and School performance data. Three of the ten centers and seven feeder schools are serving students attending campuses identified in 2017-18 as Improvement Required, two are Priority Schools and three are Focus Schools. As compared with the 2016-17 TEA State of Texas Academic Performance Report, CTAC partner schools will serve a 10% higher than average rate of economically disadvantaged students and an 8.6% higher than average rate of at-risk students. CTAC communities struggle with high percentages of families living in poverty. Sixty-nine percent of students at the ten centers have been identified as living at or below the poverty level and receive free or reduced lunch. Many of the parents are poorly educated themselves, with the rate of adults graduating from high school being less than the state average: Florence – 82%, Gonzales – 70%, Lockhart – 80% and Luling – 72%, as compared with the state average of 83%.</p> <p>Florence ISD identified a high percentage of English language learning students who did not pass STAAR testing. Lockhart ISD lstation testing indicates that 60% of elementary students require interventions to meet basic standards. In Luling ISD, only 10% of fourth grade students meet writing standards on the 2017 STAAR test. In Gonzales ISD, only 40% of elementary students met or mastered math objectives on the STAAR test. In response to the needs discovered in this process, the following interventions were planned:</p> <p>High Level of Academic Challenges: The school districts and campuses will provide facility space and curricula to conduct the intensive-TEKS aligned tutorials, homework help and enrichment programs. The school day and CTAC activities will be 100% aligned, as the school day staff provides the certified teachers and curricula. The schools will also provide the vast majority of computer hardware and software to build skills in academic areas. This computer-assisted learning targets individual students who show deficits on benchmark testing. The schools also provide access to the library and computer labs to assist with homework completion.</p> <p>Increasing Behavior Referrals: The district and individual campuses will provide counselors and access to counseling curricula used during the school day. Posters, books and video tapes used as a part of the guidance curriculum will be offered during out of school time, based on the needs of students in the CTAC programs. Bluebonnet Trails Community Services, the mental health authority for Central Texas, and the school district will provide research-based small group interventions, led by community behavioral health practitioners and school counselors, to address at-risk behaviors. Family classes proposed include mental health, wellness and discipline-related topics to reduce behavioral concerns.</p> <p>High Levels of Poverty: School districts currently provide free meals during the school day and will add USDA funded afterschool snacks during days that CTAC operates. Likewise, all eligible sites will become USDA Summer Feeding Sites to provide breakfast and lunch, not just to CTAC students, but also to all children and youth ages 0-18 in the community. Community partners will generously donate backpacks, school supplies, art supplies, clothes and shoes to CTAC students. These partners also will assist with FAFSA applications for college-bound high school students, to maximize the post-secondary education opportunities. ACC will provide career training and certification classes to help families to better support themselves financially. Individual centers will link with local workforce development centers for advance skill training and job placement. Finally, as a part of the partnership between CTAC and the school districts, disadvantaged students will have access to safe, dependable bussing for students to/from programs afterschool and during the summer program.</p> <p>Lack of Parent Engagement in School: The Family Engagement Specialist will join forces with existing Parent-Teacher groups to discuss ways to engage with families that have not traditionally become involved in their children's education. Ms. Turner will work with these groups to host joint events and programs marketed to parents of CTAC students. CTAC staff will conduct home visits to the families of those students most in need who have yet to engage with school-day staff. The Parent University curriculum will collaborate with school and community organizations to offer classes on nutrition, skill building, health and wellness, adult literacy, language skills and career training. Each school will use their local community partners and resources to meet identified parent needs and build capacity for partnerships.</p>	
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-950	Amendment # (for amendments only):
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Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, 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.

ESC 13 and Austin Community College (ACC) have agreed to be co-applicants in CTAC for Cycle 10. This continues an effective partnership that began in 2011. The co-applicants will be collaborating with Florence ISD, Gonzales ISD, Lockhart ISD and Luling ISD to provide ACE services at the 17 targeted new campuses at 10 new centers. As exemplified by the current partnership for Cycle 9, the co-applicants have a long-standing, multi-faceted relationship to provide a PK-16 continuum of education in the Central Texas region. ACC currently works with partner school districts to provide dual credit to high school students, college and career readiness presentations, financial aid workshops, workforce certification programs, adult education resources and summer programs for K-12 students and their parents. ESC 13 will provide administrative and leadership support for this collaboration, including fiduciary oversight and management as the fiscal agent for this collaboration; will arrange and schedule meetings, webinars, and trainings; and will ensure that all administrative and statutory requirements are met. ESC 13 will provide all training, meeting space, professional development and resource materials to program partners.

ACC will provide a full-time Family Engagement Specialist to serve all schools and communities in the collaboration, will provide evidence-based training to ACE staff to ensure effective parent training and adult education, will facilitate successful family engagement strategies at all sites, and will support and work collaboratively with the school-community in the partnership. Additionally, ACC will continue to provide their college preparation and readiness outreach resources and events as well as continuing education opportunities for families and resources directly to the school campuses. ACC will share college and career readiness information with campuses and will offer on-site continuing education courses or instructors for parents. These offerings will be a direct result of a needs assessments completed by parents. ESC 13 and ACC have signed a Memorandum of Understanding for Cycle 10. There is a current contract between these co-applicants for Cycle 9 that will be amended to include the new scope of work, if awarded. All local school districts will work with ACC for family engagement, college and career readiness activities, technology training, and secondary schools will work with ACC for workforce certification programs.

Diverse Community Partners: There are 57 other community organizations and agencies providing support services to CTAC schools. These include Fort Hood Military Post, the Lion's Club, Rotary Clubs, local businesses, community mental and physical health centers, chambers of commerce, civic organizations, faith communities, public agencies, local newspapers, radio stations, local artists and volunteer groups. These community partners provide a range of services including:

- Teachers and assistants for out of school time classes
- Service-learning and other volunteer opportunities for students and families
- Food and beverage for student and family events
- Donations of cash and in-kind materials for program operations
- Expertise in technology, business and environmental conservation
- Physical fitness equipment and class instruction
- Mental health counseling, lectures and resource materials
- Nutrition and wellness lectures

Students and their families participating in CTAC become involved in community and civic events that they would otherwise not be able to access. They gain valuable college and career knowledge and increase their connection to the greater community. These partners will provide in-kind services that will allow for smaller class sizes and cater to a wide variety of student and family interests.

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

County-district number or vendor ID: 227-950	Amendment # (for amendments only):
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Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In preparing this proposal, project and center logic models were created to align needs, strategies and measurable results, using a similar process for Cycle 9 CTAC partners. Each district examined needs in the district and campus improvement plans. Next, the teams brainstormed and prioritized program activities and strategies. Finally, the teams identified ways to monitor program effectiveness, so that all stakeholders will be able see the impact of the ACE Program. The objectives for the program are:

Objective 1: By May 2023, 80% of all students will pass all sections of STAAR/EOC testing at all campuses.

Objective 2: By May 2023, the attendance rates for each campus will increase to 98.5% as measured by the average daily attendance rate.

Objective 3: By May 2023, the number of behavioral referrals for each campus will decrease by 10% as measured by PEIMS data.

Objective 4: By May 2023, the promotion rate will increase to 99% as measured by PEIMS data.

Objective 5: By May 2023, 85% of ACE regular attendees will be reading at or above grade level.

Academic Performance, Grade Level Promotions and Graduation Rates: All program activities will use intentional program design (Anthony, 2014), so that the lesson plans address one or more of the Texas Essential Knowledge and Skills (TEKS) objectives. Students will be assigned to specific tutorials, based on benchmark testing and teacher referral. These sessions will accelerate learning in targeted areas. Academic Parent-Teacher Teams will provide family strategies to support homework and learning skills. Students will also have teacher-supervised homework help sessions, both before and afterschool. Students will have access to the library and computer labs, to complete work and use district-approved educational learning tools. Finally, the Site Coordinator will participate in student support team (Rtl) meetings, to ensure coordination between the school day and out of school time academic interventions.

For intensive, TEKS-aligned tutorials, ESC 13 relies on the University of Kansas Strategic Tutoring – The Strategic Instructional Model (Hook et. al 2001). With Strategic Tutoring, a tutor not only helps a student complete and understand an immediate assignment but also teaches the student strategies required to complete similar tasks independently in the future. The primary focus is on teaching skills and strategies that support learner independence. Research results showed that students in strategic tutoring improved their achievement test scores in reading comprehension, written expression, and basic math skills. On average, their grade-level achievement scores increased by 10 months during a four-month instructional period. In contrast, students in a comparison group without the strategic tutoring instruction experienced a mean gain of only 3.5 months during the same period.

Discipline Referrals: The TEKS-aligned enrichment activities are designed to not only assist students to master identified TEKS, but also provide prosocial experiences that many of the targeted students would not otherwise be able to access. Examples of these enrichment classes are 3-D design and printing, drone construction and piloting, martial arts classes, theater, mixed media arts and culinary arts. Students not only find these classes to be enjoyable, but they also will have opportunities to connect with faculty in a meaningful manner, which is linked with decreased behavioral referrals (Search Institute, 2009). Each enrichment class will incorporate at least one family activity to build parental awareness and support.

The ACE program also increases meaningful parent involvement. The Family Engagement Specialist will join forces with existing Parent-Teacher groups to discuss ways to engage with families that have not traditionally become involved in their children's education. The Family Engagement Specialist will work with these groups to host joint events and programs marketed to parents of CTAC students. CTAC staff will conduct home visits, similar to the Parent-Teacher Home Visit Project model, for students who have not been enrolled, but demonstrate high needs.

College and Career Readiness: Each week, students will be offered one or more TEKS-aligned enrichment classes that support college and career readiness goals. Examples of these classes include agriculture/gardening, culinary arts, entrepreneurship, computer programming and website design. Volunteer career speakers will also share information on their career path and skills needed to be successful. Field trips to higher education and career sites will be conducted during the summer program. Students will have the opportunity to explore these options in a variety of settings.

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

County-district number or vendor ID: **227-950**

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.

CTAC will continue to use the Texas ACE Blueprint as a guide for creating and managing these new ACE programs. The Texas ACE Blueprint (Version 3, 2017) illustrates how to create effective out of school time programs. TEA's Critical Success Factors for ACE include:

- Students' and families' active participation and engagement in learning
- Students' and families' increased sense of involvement in school
- Use of assessment data to revise/evaluate student services
- Implementation of strategies learned through training

CTAC schools will use the Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs developed in 2014 by TXPOST. These documents and assessment tools for out of school time programs served to guide the planning process for this proposal and are based on national best practice data. Ms. Rosen, the Project Director, served as a work group member to create the Texas Standards. CTAC centers will also use the Dual Capacity Framework, developed by Dr. Karen Mapp in 2013 for the US Department of Education, to guide family engagement strategies.

In preparation for this grant, CTAC conducted a comprehensive and systematic needs assessment of the community and selected the schools most in need of out of school time services. CTAC held several meetings among district administrators and campus principals, teachers, community organizations, and parents. Cognizant of meeting Principles of Effectiveness, CTAC will ensure that high quality academic enrichment activities support the mastery of the Texas Essential Knowledge and Skills and are aligned with the school day curriculum that are based upon scientifically based research and best practice that will help students meet the state and local student academic achievement standards. Program participants will be encouraged to attend the full program and the project will design activities and adopt practices to support regular, sustained participation in order to show maximum academic gains. Efforts will be made to effectively coordinate activities with regular school day calendars and design programs that align with the regular school day curriculum in order to meet the academic needs of the students served. The CTAC centers will provide integrated afterschool academic tutoring conducted by certified teachers and professional staff in math, science, reading, writing, social studies, and computer literacy, before and afterschool enrichment programs, weekend and summer activities, club activities, counseling, drug and violence prevention, mentoring, nutrition information, parent and community programs.

Enrichment activities, such as art, physical fitness, carpentry, cooking, computer gaming and drama will all be infused with TEKS-aligned learning. CTAC has amassed lessons plans over the past twelve years that incorporate grade-level TEKS objectives into highly engaging, hands-on activities. Most students are unaware that they are building problem-solving and social skills during the out of school time program. One of the critical components of creating these programs is to ensure that students are enjoying themselves and get a sense of accomplishment. In order to retain students, classes that are low interest or have poor student survey feedback will be modified or deleted from the program schedule.

Research has identified attributes and characteristics of afterschool programs that successfully promote positive youth development (Eccles & Appleton; Goodman, Eds., 2002) and academic achievement (Miller, 2003). According to McLaughlin (2002), afterschool programs are effective, intentional learning environments when they are youth-centered, knowledge-centered and assessment-centered. Programs offer learning activities that involve participants in cycles of planning, practice, performance, feedback, and recognition. These attributes have been incorporated into the proposed project via the planned activities. The Project Director will work directly with each district/campus to individualize the specific program and activities based on the needs assessment using the Intentional Planning process. **Intentional Planning** builds TEKS learning into enrichment activities. The Site Coordinator and campus curriculum leaders will use the data analysis and then ascertain the causal factors for these deficit areas. Next, they will use student survey and focus group data to identify unique, high interest activities at each campus. Then, the Site Coordinator and faculty will create unit and lesson plans that incorporate these specific TEKS and learning goals into the student selected activities. Finally, each campus team will evaluate the effectiveness of these lessons and will reflect, report and readjust as a part of continuous quality improvement. This process will happen prior to the start of each semester.

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

County-district number or vendor ID: **227-950**

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 CTAC Centers will offer a variety of activities that will boost student learning and academic achievement. Each student in the program will have identified areas for improvement, as determined by the campus Response to Intervention team. These teams will recommend specific classes and activities created to promote mastery of TEKS objectives. The activities will vary at each center, based on the educational needs of the students enrolled in the program. Key strategies used at each center will include:

- Small group core subject tutorials
- Homework help sessions
- Computer-based learning
- Study skills training using the Strategic Tutoring model
- STAAR testing boot camps
- Access to technology and resources to complete school projects
- TEKS-aligned enrichment activities
- Family engagement activities
- College and career readiness activities
- STEAM enrichment activities
- Social/emotional learning activities

The program will operate in the following manner:

Before school: Students will have an opportunity to complete homework assignments with help from school personnel. They will have access to the computer lab and/or library to finish assignments, and will use skill building computer programs. Campuses will offer morning tutorials for students who are not able to attend afterschool program services.

Afterschool: Students will transition from the school day and have a nutritious snack. The first hour will focus on academics, which includes TEKS-aligned tutorials, homework assistance or academic enrichment activities to reinforce school day curricular learning. During the second hour students will have, a range of TEKS aligned enrichment activities to choose from, including arts, social/emotional learning, counseling groups, physical fitness, service learning, technology skill building, and career-oriented enrichment. The enrichment hour will feature community speakers and volunteers to supplement the work for center personnel.

Parent activities: The programs and activities for family engagement will be tailored within the Parent University curriculum for each center, based on responses to parent surveys and objectives in the campus and district improvement plans. These curricula will contain components that strengthen family, school and community engagement, consistently linked with improved academic outcomes. These classes seek to improve adult life skills, support student's education and learning and link often isolated families with the school and community. The Academic Parent-Teacher Team sessions connect to tutorials, parent activities built into student enrichment classes and meetings with families will provide training, resources and support to encourage family involvement at home.

Summer Program: Early morning sessions will focus on academic acceleration, hands-on learning and TEKS-related skill building. The late morning/afternoon portions of the program will include high-interest TEKS-aligned enrichment activities, including fine arts, physical fitness/wellness, in-depth service-learning programs, technology training and social/emotional learning opportunities.

Safe Travel: Every student's registration form will designate the student's transportation plan (as described by the parent) and provide multiple adult contact numbers in case of a transportation problem. Each site coordinator will be responsible for arranging each student's safe travel to and from the center and home including parent pick-up, walk/bike rider with parent permission and bussing on designated routes. Any person other than a child's authorized parents/guardians on record will be required to present photo identification before being allowed to leave with the child.

Supplement Not Supplant: None of these activities are currently provided by the schools or school districts. Due to severe financial restraints, there are no local funds available to offer these activities. These activities will build upon existing school programs and clubs currently provided by school district resources.

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

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County-district number or vendor ID: 227-950	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.	
<p>In the planning process for this proposal, many community stakeholders, families and civic leaders have been informed of each district's intent to apply for 21st CCLC grant funds. Many of these individuals have been actively involved in the needs assessment process and identification of key strategies. They are eager to share information about the ACE program with the larger community. Given that 18.4% of CTAC students are identified as English language learners on the 2016-17 TAPR report, all communications will occur in both English and Spanish.</p> <p>A timeline for communications activities for the first year of the CTAC Cycle 10 Project:</p> <ul style="list-style-type: none"> • Receive grant award notification – July 2018 • Create and distribute press releases – July 2018 • Send notifications of grant award via Twitter and Facebook – July 2018 • Conduct interviews with local newspapers, television and radio shows – July 2018 • Create webpage and links on each district's website – August 2018 • Letters, phone calls and/or emails to families of targeted students – August 2018 • Host a resource table at back to school night events – August/September 2018 • Follow-up phone calls and meetings with families of targeted students – September 2018 • Distribute press releases for Lights On Afterschool events – September/October 2018 • Host open house events for Lights On Afterschool with invitations to civic leaders – October 2018 • Regular social media updates and event postings – October to December 2018 • Host an end of semester showcase of learning – December 2018 • Recruitment of targeted students not currently enrolled in the program – January- February 2019 • Ongoing social media updates and events – January to May 2019 • Host community forum for input for second year ACE program planning – March 2019 • Celebrate and share first year accomplishments via newsletter and web posting – June 2019 • First year evaluation will be posted on district websites per statutory requirements – July 2019 <p>Having a positive relationship with the media is a key component to informed community relationships and sustainability. The media will be invited to events regularly in each community and will be invited to serve on the Community Advisory Task Force. Site Coordinators will identify CTAC collaborators to write articles and editorials, participate in interviews, and represent CTAC in each community. Students will use technology skills mastered in college and career readiness activities to create videos, podcasts and other dissemination tools. Students will give presentations to the school board and civic groups describing their out of school time achievements.</p> <p>As social media has become a key tool in how community members share information, each district will use selected social media strategies to reach out to families. These tools will follow local district protocol and share updates about the program per these guidelines. Likewise, ACE program updates will be placed on each district's website. For those not using technology, analog methods of communication will also be employed. This includes, but is not limited to printed material sent home in weekly folders, flyers, newsletters and use of community partner marqueses.</p> <p>Luling ISD will pilot a district phone application to inform parents via push notifications. SchoolMessenger combines school notification, mobile apps, and web content management all under one simple platform. Parents will be strongly encouraged to download SchoolMessenger to inform them of ACE program updates. The Lockhart ISD Public Information Officer will host technical assistance sessions to help families install and use this application. Based on the Year One results, other CTAC districts may choose to use this tool to communicate with families. Florence ISD will expand use of Blackboard and Remind101 to include ACE program families.</p> <p>The Project Director, Family Engagement Specialist and Site Coordinators will use technical assistance resources in the PRIME Blueprint dissemination strategies to work with each of the four communities.</p>	

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

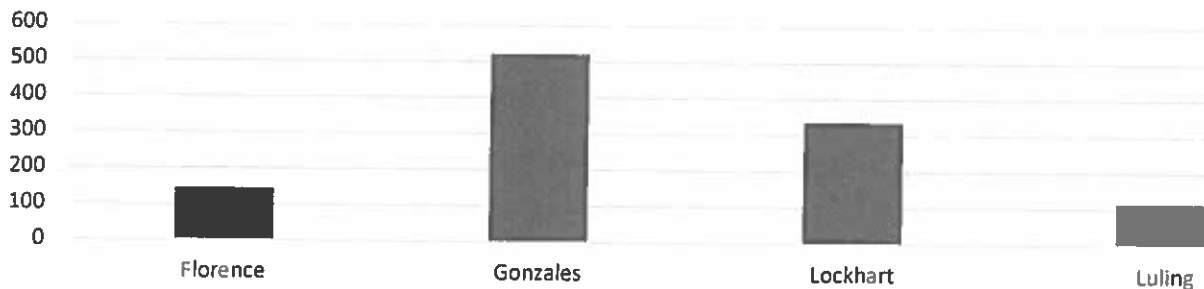
County-district number or vendor ID: **227-950**

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.**

The CTAC school districts are considered rural and encompass large geographic areas. These districts have between 115 to 520 square miles within their boundaries. Many of the students live outside of the city boundaries in trailer homes, colonias and other improvised housing structures. Many of these families have limited or unreliable transportation or may not have funds for gasoline. The below charts illustrates the vast distances covered by these partner districts.

Square Miles in CTAC School Districts



While some students are able to walk, ride bicycles or be picked up by a family member or carpool, many students in these impoverished areas require transportation assistance to be able to attend the ACE program. Each CTAC school district has budgeted to transport students who could not otherwise attend the program. The districts will provide one-way transportation home during the fall and spring semesters and provide round-trip transportation during the summer programs. The goal of allocating these resources is to reduce barriers for program participation for the targeted students. Each feeder campus is less than ten minutes away from the assigned center, which will maximize the time spent in the program. Every student's registration form will designate the student's transportation plan (per instructions from the parent/guardian) and provide multiple adult contact numbers in case of a transportation problem. Each site coordinator will be responsible for arranging every student's safe travel to and from the center and home.

CTAC centers will use three types of student travel:

1. **Parent/guardian pick-up.** Designated adults will be encouraged to pick-up their children from the program and/or to arrange for carpools, which will be registered with the site coordinator.
2. **Walk/bicycle rider with parent permission slip.** Children who walk or ride a bike home from the CTAC program will be encouraged to walk with other students. Parent volunteers will be recruited to accompany groups of children who walk home.
3. **Bussing on designated routes:** Each site coordinator will work with the district transportation department to design a bus plan for each campus. This will identify drop-off locations and identify students who require transportation to their home. A designated adult will be required to meet students in 5th grade and below at the bus stop before the student will be allowed to leave the bus. The bus drivers will send a message to the Site Coordinator at the end of each route and inform them of any concerns and the time when the last student was dropped off.

Sign in/out procedure:

In order to maintain the safety of students enrolled in the ACE program, Site Coordinators and school leaders are responsible for ensuring that all students are signed in and out of the program each day. The Site Coordinator will check off students as they are loaded onto the school bus and when they are released from the program to walk or ride their bicycle home. Parents/guardians who are picking up their students must enter the center and sign out their students. Adults without written authorization will not be permitted to pick-up students. The Site Coordinator will coordinate with school administrators to keep updated on court orders, custody agreements and other legal documents that prevent certain people from signing students out of the program.

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

County-district number or vendor ID: **227-950**

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.

Each CTAC center plans to engage parents, extended family, high school students and community members as volunteers in ACE activities and events. Requests for volunteers will be included in communications, press releases and marketing material distributed shortly after notification of the grant award. The Site Coordinators and district leaders will communicate with local news media and encourage volunteers to contact Site Coordinators to discuss their contribution to the program. Existing volunteers currently working with the CTAC campuses will be invited to participate in the ACE Program.

Per state and local guidelines, all volunteers will undergo a criminal background check. Each district will use their local procedures to ensure that background checks are conducted in a timely manner and are reviewed prior to working with students. Each Site Coordinator or the district designee will be responsible for conducting volunteer orientations. The Project Director will provide training materials and PowerPoint slides for these orientation sessions, to ensure consistent information about the program and the expectations for volunteers.

Many of the family members of students will be recruited to support center service learning projects, collect needed materials, assist with the support and set up for club or special class programs. They will act as speakers or instructors to students or other family members on topics in which they are knowledgeable. Parents will be strongly encouraged to volunteer a minimum of four hours per semester in this program. Parent Interest Surveys will provide information for developing a successful volunteer program. Likewise, extended family members will be encouraged to volunteer to share their hobbies, career knowledge and assist paid staff in providing activities and events.

High school students who participate in the Peer Assistance Leadership (PALS) program will be recruited to provide homework help and literacy activities to elementary students. Currently, many of these activities happen during the school day. With PALS being able to provide supports during out of school time, the targeted ACE students will have greater access to instructional time during the school day. Similarly, high school students seeking service hours toward graduation requirements can work with the Site Coordinator to assist with targeted activities, based on their skills, abilities and interests.

Site Coordinators will recruit volunteers from retired school employees to assist as educational coaches, homework helpers, service-learning partners and community mentors to increase student engagement to the school and community. Given their expertise in curriculum and instruction. Members are encouraged to participate in CTAC volunteer opportunities as well as family literacy functions and district events. Senior citizens will serve as guest speakers for service-learning projects that enhance both the community and the campus climate. These experienced volunteers will also be student reader partners and assist with gardening, campus beautification projects and other college and career topics. Luling ISD has an active retired teachers' association that will be encouraged to volunteer in this district's center.

Community members from local faith and community organizations will assist the centers by providing meals for family events, becoming homework helpers, mentors, or reading friends for students, and provide assistance with center projects. Speakers from ACC will offer talks and activities on areas of interest to the families and students. Site Coordinators of CTAC campuses will ensure that volunteers comply with local district policy, including background checks and personal references.

Program staff will develop and advertise a collection of opportunities for volunteers to assist with program events, committee openings, student assistance and mentoring needs for family and community members. Program staff, operating within the volunteer guidelines of the district, will provide orientation and training for those that are interested. Parent surveys will collect contact information from those that would like to help. Program staff will approach community groups and partners, under District guidance, and solicit volunteers for specific programs and needs.

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

County-district number or vendor ID: **227-950**

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.**

CTAC partners will begin sustainability planning in the second half of the first year of implementation. Once emerging needs for operations have been addressed, the partners will have time and resources to begin planning to sustain the program after the grant ends. ESC 13 will use the Sustainability Planning Workbook developed by the Finance Project (Langford & Flynn, 2003) as a curriculum for building sustainability at the project, district and center level. The Project Director and Family Engagement Specialist will use the modules to provide training at each monthly CTAC meeting and webinar. The key areas of the Finance Project curriculum include:

- Building a Sustainable Initiative
- Developing a Vision and Results Orientation
- Creating a Strategic Financing Plan
- Building Organizational Capacity and Community Support
- Developing and Writing a Plan

Additionally, CTAC partners will attend sustainability training, webinars and other professional development offered by TEA, the technical assistance team and the Afterschool Alliance to learn about other funding streams from federal, state, local and corporate entities. The Project Director will conduct a search of funding options through the Texas Grants Resource Center at the University of Texas at Austin. The Texas Grants Resource Center contains core publications from The Foundation Center, the leading source of philanthropy information, as well as other major materials in fund development, grants, and nonprofit management. It provides free access to multiple Foundation Center online funding research tools.

Parents will provide ongoing feedback for program improvement and acknowledge the program elements they deem most beneficial to student outcomes and school improvement. Parents will gain competency in advocating for the continuation of program elements with local, state, and federal entities that can provide necessary funding. Each district will create a CTAC Community Advisory Task Force (CATF). Task Force members will be no less than 50% family members of students enrolled in the program and will include civic leaders, educators, representatives of community organizations and volunteers. The Task Force will draw on key program advocates to develop strategies to support a sustainability plan and actualize the process. To ensure that the program would continue after the grant period, the Task Force and participating campus and district administrators will actively begin to research and identify funding sources to sustain the program over the long term, make better use of existing resources and partnerships and maximize federal, state, and local revenue. A key component of this program will be a sliding scale for a fee-based program, so that parents can contribute to the sustainability of the program. Here is an overview of activities for the CATFs:

Year 1 Strategies:

- Develop a district-specific sustainability plan.
- Engage community partners with similar goals and objectives.
- Collaborate with local and regional media to educate the community and families.

Year 2 Strategies:

- Share Year 1 program and evaluation outcomes with all stakeholders.
- Modify program activities to focus on the most effective strategies
- Increase community partners, volunteers and research funding alternatives.
- Recruit and retain additional program volunteers.

Year 3-5 Strategies:

- Continue strategies from Years 1 and 2 as appropriate.
- Identify return on investment for funds through business plan.
- Partner with non-ACE funded stakeholders to solicit grants, foundation funds and in-kind resources.
- Create sliding scale fee structure for post-grant programming.
- Prioritize program activities that are most effective and cost-efficient.
- Work with School Boards, local government and civic organizations for post-grant resource commitment.

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

County-district number or vendor ID: 227-950	Amendment # (for amendments only):
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Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CTAC partners will work to supplement, not supplant existing programs that serve students who are at risk of not meeting minimum academic standards. Many of the existing programs operate during school hours. The ACE program will expand these interventions to occur outside of school hours and during the summer.

Federal, state, and local programs will be combined or coordinated with the proposed program to make the most effective use of public resources. 21st CCLC funds will supplement district efforts to increase academic performance levels, increase attendance rates, and provide tutoring for at-risk student populations, decrease behavioral referrals and increase parental involvement. **Both ESC 13 and ACC have access to resources from many federal, state, and local organizations that facilitate learning and student support programs (from Core Academics, Special Education Services, Health/Nutrition Services, College, and Career Readiness).**

Other funds to be leveraged include:

- Local and state revenue to provide district and campus administrator time spent on implementing, managing and evaluating ACE program and personnel (estimated at \$8,000 per campus per year).
- Local revenue to pay for facilities and overhead costs for each campus (estimated at \$16,000 per campus per year).
- ESC 13 and ACC will provide training and technical assistance to ACE program personnel each month on instructional strategies, behavioral interventions, college and career readiness, child nutrition, best practices in tutoring and curriculum alignment and other training needs (estimated at \$13,000 per year).
- Title I revenue will be used to pay for curriculum and tutoring during out of school time (estimated at \$3,000 per campus).
- Title I funds for family engagement activities will include ACE families (\$1,000 per campus).
- Master's student counselor internships with the University of Texas and Texas State University Schools of Social Work, to provide social work interns at designated campus (\$6,000 per semester per campus).
- Local faith and community organizations will provide volunteers to assist with program activities (\$10,000 per year).
- The ACE Programs will use software purchased by the districts for out of school time interventions (varies by campus).

21st CCLC funds will allow districts to significantly expand summer school activities. Currently, the partner districts only offer required summer learning activities. For rising kindergarten and first grade students identified as being English Language Learners, the Texas Summer School for English Language Learners provides instruction for these students. Similarly, the Student Success Initiative offers tutorials and interventions for students who have failed one or more STAAR tests in specific grade levels. The ACE Program will allow the other targeted students who do not meet these narrow criteria to receive tutoring, TEKS-aligned enrichment and access to technology resources.

All districts meet the criteria to host a community Summer Food Service Program. The district administrators will designate ACE centers to be community feeding centers for all children and youth ages 0-18. District leaders will apply to the Texas Department of Agriculture each spring to ensure that breakfast and lunch are provided for ACE, summer school and community members. Likewise, districts will apply for the free snack or free dinner programs during the fall and spring semester. No grant funds have been budgeted for food for students and their families.

Conservatively, these leveraged funds are estimated to total over \$300,000 by the end of first year of program operations. As sustainability strategies are put in place, it is estimated that the second year will see an increase of 10%. By the last year of operations, this amount should increase to 50% of program costs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

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

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Florence Elementary School 304 College Avenue Florence, TX 76527		<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 2018-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	246-902-101				
	Cost per student	\$900				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Florence High School 401 FM 970 Florence, TX 76527		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2018-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	246-902-001				
	Cost per student	\$900				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Florence Middle School				
	9-digit campus ID number	246-902-041				
Estimated transportation time	5 minutes					
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Gonzales Elementary School 1600 Saint Andrew Street Gonzales, TX 78629		<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 2018-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	089-901-102				
	Cost per student	\$950				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Gonzales Primary Academy	East Avenue Primary School			
	9-digit campus ID number	089-901-104	089-901-101			
Estimated transportation time	Five minutes	Five minutes				

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

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Gonzales Junior High School 426 North College St. Gonzales, TX 78629		<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 2018-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	089-901-042				
	Cost per student	\$950				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name	North Avenue Intermediate School				
	9-digit campus ID number	089-901-103				
Estimated transportation time	Five minutes					
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Gonzales High School		<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 2018-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	089-901-001				
	Cost per student	\$950				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Bluebonnet Elementary School 211 Mockingbird Lane Lockhart, TX 78644		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2018-2017 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	
	9-digit campus ID number:	028-902-105				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name	Clear Fork Elementary				
	9-digit campus ID number	028-902-101				
Estimated transportation time	5 minutes					

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

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Plum Creek Elementary School 710 Flores Street Lockhart, TX 78644		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2018-2017 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	
	9-digit campus ID number:	028-902-104				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	50		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Navarro Elementary				
	9-digit campus ID number	028-902-103				
	Estimated transportation time	Six minutes				
	Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Alma Brewer Strawn 9000 FM 1854 Dale, TX 78616		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2018-2017 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		
9-digit campus ID number:		028-902-106				
Cost per student		\$1,000				
"Regular" student target (to be served 45 days or more annually):		60	Parent/legal guardian target (in proportion with student target):	50		
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name						
9-digit campus ID number						
Estimated transportation time						
Center 9		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Shanklin Elementary School (Formerly Luling Elementary School) 122 E. Houston St. Luling, TX 78648		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2018-2017 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	
	9-digit campus ID number:	028-903-101				
	Cost per student	\$970				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):	50		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Luling Primary School				
	9-digit campus ID number	028-903-104				
	Estimated transportation time	Three minutes				

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

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Gilbert Gerdes Junior High School 214 Bowie Street Luling, TX 78648		<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 2018-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	028-903-041				
	Cost per student	\$970				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):	50		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name:					
	9-digit campus ID number					
Estimated transportation time						

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

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

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

ESC 13 and ACC will use a similar management structure that has been effectively implemented in Cycle 4, Cycle 7 and Cycle 9 ACE programs. ESC 13 and Austin Community College (ACC) will continue to be co-applicants in CTAC for Cycle 10. The co-applicants will be collaborating with Florence ISD, Gonzales, ISD, Lockhart ISD and Luling ISD to provide ACE services at the 17 new-targeted campuses at 10 new centers. These established structures and processes will help the new schools and districts implement the ACE program quickly and with minimal impact to program operations.

ESC 13 will provide administrative and leadership support for CTAC, including the following functions:

- Provide fiduciary oversight and management as the fiscal agent for this collaboration
- Lead regular, ongoing professional development on best practices, grant management and leadership
- Schedule meetings, webinars, and trainings; and will ensure that all administrative and statutory requirements are met
- Provide all training, meeting space, professional development and resource materials to program partners
- Coordinate and collaborate with campus and district leaders regularly
- Conduct site visits no less than once per month per center to ensure quality standards are met or exceeded
- Ensure accurate and timely data collection and reporting into the TX21st database
- Complete all required reporting and deliverables on or before TEA deadlines
- Support districts and centers to form community partnerships
- Oversee communications strategies
- Lead sustainability effort for CTAC, including identify and refer funding sources to districts and center.

ACC will provide a full-time Family Engagement Specialist to serve all schools and communities in CTAC. Management functions provided by the Family Engagement Specialist include:

- Provide evidence-based training to ACE staff to ensure effective parent training and adult education
- Conduct site visits no less than once per month per center
- Facilitate family engagement activities at all sites
- Support and work collaboratively with the school-community in the partnership
- Facilitate partner school districts to provide dual credit to high school students
- Offer college and career readiness presentations, financial aid workshops, certification programs and summer programs for K-12 students and their parents.

Designated district leaders (superintendent or deputy superintendent level) will oversee the fiscal and operational management for all district centers. The Site Coordinators will report to the designated district leader. They each will be housed at the center, but will frequently travel to other feeder campuses, to discuss student needs and coordinate with faculty. The Site Coordinators will be responsible for all aspects of operations at each center and report directly to the district designee and Project Director.

The districts leaders, with input from multiple stakeholders, created the proposed budgets for each center. The Project Director reviewed the proposed budgets to ensure that all grant activities and deliverables had adequate funding. Sufficient personnel resources have been budgeted to provide staffing for all operational days during the school year and summer programs. Over 79 percent of resources have been allocated toward personnel, to ensure small class sizes and increased efficacy of tutorials and academic assistance. Resources also have been allocated for contractors, to allow for educational enrichment activities that students would not otherwise be able to access. Finally, resources for transportation will allow students with families with limited or no transportation options to be able to participate in the program.

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

County-district number or vendor ID: **227-950**

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.**

ESC 13 will follow the Cycle 10 Blueprint for Texas ACE guidance and Texas ACE Independent Evaluation Guide (Appendix 31) to meet all federal and state statutory requirements for evaluation. ESC 13 will use established procurement practices to hire an independent evaluator. The external evaluator will have expertise in educational research program evaluation, and grants management and will assist ESC 13 and participating partners with ongoing monitoring, assessment, and evaluation. The external evaluator will also design a qualitative and quantitative data gathering process that allows precise measurement, including focus interviews with stakeholders and staff. The external evaluator will provide training on the project design, on the use of the database, and will assist with summarizing data for all stakeholders. ESC 13 will publish a Request for Qualifications process that will identify potential evaluators for CTAC and other ACE programs in Central Texas. CTAC will use evaluation tools and processes created in Cycle 9. Any modifications or revisions required by Cycle 10 will be made in August 2018, prior to the start of program activities.

Independent, objective evaluation feedback is critical for continuous quality improvement and for ongoing sustainability of the ACE program. The CTAC evaluation plan is an integral part of the proposed effective program management plan and will determine the degree to which the tasks and activities conducted throughout the duration of the program have met the objectives and performance measures set forth in the application. The proposed evaluation model will show the progress of the project in meeting the objectives and provides process and outcome data regarding activities, resources, and personnel in order to identify and correct deficiencies.

Each semester, reports will be prepared and submitted to the Community Advisory Task Force groups at each district. These reports will include:

- 1) progress toward stated objectives;
- 2) overall effectiveness in meeting the goals and objectives of project ;
- 3) results on participants, including parents; and
- 4) continuous improvement evaluations to seek out discrepancies between the plan and the reality and to develop modifications for improvement.

To monitor progress toward achieving the project's objectives and performance measures and ensuring performance feedback and monitoring, the following will occur:

- soliciting feedback from teachers and district and campus leaders following activities;
- soliciting feedback from site coordinators' debriefing sessions;
- soliciting feedback from campus principals and teachers;
- assessing the degree of involvement and satisfaction via surveys that students and parents will complete after significant benchmarks;
- reviewing the activities from each of the four components for themes;
- reviewing campus benchmark data for evidence of improvement/strengths;
- analyzing campus and district benchmark and STAAR data.

The Evaluation Committee will use **expenditure reports, evaluation results and other data to identify and correct problems throughout the life of the project.** The intent of ongoing formative evaluation will be to assess the impact of project activities and provide information to improve the project. These strategies will include measurement of gains in student achievement of knowledge and skills, attendance data, as well as evidence of program impact on all stakeholders and objective performance measures that are clearly related to the intended outcome of the project. The grant team, with assistance from the external evaluator, will be charged with directing this process and will collect and analyze data obtained from before and afterschool activities and STAAR scores and report findings to the district and campus leaders. The Program Director will share formative data in monthly briefings made available to all stakeholders. Program staff will make sure the evaluator's suggestions and recommendations are implemented in a timely manner to refine, improve and strengthen the program.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 227-950			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: **227-950**

Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<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: **227-950**

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

County-District Number or Vendor ID: **227-950**

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input 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: **227-950** 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<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: **227-950**

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-950			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 checked="" 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			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 227-950	Amendment number (for amendments only):
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p>Failure to complete this schedule will result in an applicant being disqualified.</p>	
Questions	
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 	
2.	Are any private nonprofit schools participating in the grant? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 	
Assurances	
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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