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
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY
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 12		161950			
Vendor ID #	ESC Region #			DUNS #	
741586927	12			075119917	
Mailing address		City	State	ZIP Code	
2101 W. Loop 340		Waco	TX	76702	

Primary Contact

First name	M.I.	Last name	Title
Sharon		Henson	Deputy Director for School Support and Grant Services
Telephone #	Email address		FAX #
254-297-1113	shenson@esc12.net		254-666-0823

Secondary Contact

First name	M.I.	Last name	Title
Ashley		Cripe	Family Engagement Specialist
Telephone #	Email address		FAX #
254-297-2931	acripe@esc12.net		254-666-0823

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, the 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
Sharon

M.I.

Last name
Henson

Title
Deputy Director of School Support and Grant Services

Telephone #
254-297-1113

Email address
shenson@esc12.net

FAX #
254-666-0823

Signature (blue ink preferred)

Sharon Henson

Date signed
4/30/2018

Only the legally responsible party may sign this application.

701-18-111-131

Schedule #1—General Information

County-district number or vendor ID: 161950	
Part 3: Schedules Required for New or Amended Applications	Amendment # (for amendments only):

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	☒	☐
2	Required Attachments and Provisions and Assurances	☒	☐
3	Certification of Shared Services	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)		☐
8	Professional and Contracted Services (6200)	See	☐
9	Supplies and Materials (6300)	Important	☐
10	Other Operating Costs (6400)	Note For	☐
11	Capital Outlay (6600)	Competitive	☐
14	Management Plan	Grants*	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	☐
		☒	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): 09/01	End date (MM/DD): 08/31
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☒

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

	Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 161950		Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 161950	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: 161950	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 161950	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered into the system must support the approved application and operating schedule. • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assess 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: 161950	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	161950 ESC Region 12	Sharon Henson *Sharon Henson*	254-297-1113 shenson@esc12.net	$747,450.00
Member Districts				
2.	175904 Dawson ISD	Stacy Henderson *Stacy Henderson*	254-578-1031 stacy.henderson@dawson isd.net	$64,875.00
3.	147902 Groesbeck ISD	James Cowley *James B Cowley*	254-729-4100 james.cowley@groesbecki sd.net	$103,800.00
4.	161906 La Vega ISD	Sharon Shields *Sharon M Shields*	254-299-6700 Sharon.Shields@lavegais d.org	$155,700.00
5.	147903 Mexia ISD	Lyle DuBus *Lyle DuBus*	254-562-4000 ldubus@mexiaisd.net	$155,700.00
6.	161910 Moody ISD	Gary Martel *Gary Martel*	254-853-2172 gary_martel@moodyisd.org	$129,750.00
7.	018904 Valley Mills ISD	Mike Kelly *M*	254-932-5210 mike.kelly@vmisd.net	$64,875.00
8.	109911 Whitney ISD	Gene Solis *Gene Solis Supt*	254-694-2254 gene.solis@whitney.k12.tx .us	$77,850.00

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 161950

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 161950	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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	Schedule #4—Request for Amendment (cont.)		
County-district number or vendor ID: 161950		Amendment # (for amendments only):	

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		NA	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 161950	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Education Service Center Region 12 (ESC 12) is seeking ACE Cycle 10 funding **to provide high quality Out of School Time programming** for collaborating districts in the Heart of Texas region. All partner schools have challenges with student achievement in STAAR and benchmark testing, high student social/emotional needs with a limited pathway to academic success, and career exploration. Schools with strong district and community leadership that are deeply committed to building and sustaining this project were invited to join the collaboration. ESC 12 will partner with Dawson ISD, Groesbeck ISD, La Vega ISD, Mexia ISD, Moody ISD, Valley Mills ISD, and Whitney ISD to implement high-quality after school programming to assist **in increasing student academic achievement.**

Statement of Need: During an assessment process **designed around the Texas ACE Blueprint**, ESC 12 selected campuses in this application that are **Title 1 and Title1 eligible campuses with demonstrated high student need.** The economically disadvantaged rates for these campuses range from 63% to 96%, with an average of 78% of potential program students considered economically disadvantaged. Fifty-seven percent of program students are classified as at-risk, which is above the state average. Fifty-five percent of the students served with the grant fund will be targeted from multiple 2017-2018 Focus or Priority Campuses.

Program Description: In the program planning process, the ESC 12 Grant Department, partnering school districts, and the partner organization worked together to develop programming and budgeting that would address all statutory and TEA requirements as well as enhance students' academic success. The grant is proposing nine ACE centers that will serve a minimum of 1,450 students and their families. Each center will have a full-time site coordinator and staffing needed to provide activities with an adult to student ratio of 1 to 15. A full-time Project Director will guide nine sites in program implementation, operational fidelity and excellence, and meeting ACE program objectives and intent. A full-time Family Engagement specialist will guide the provision of academically focused family activities and identify the use of community resources to support family needs.

Each site will offer before school learning time to provide homework assistance and morning fitness programs. After school, students will have a range of learning opportunities, including homework assistance, tutoring in core academic areas, STEAM, technology, makerspace, health/wellness and physical fitness. Each day, students will participate in a minimum of one academic activity and one TEKS- aligned enrichment activity. The goals of these activities are to provide academic enrichment and meaningful educational experiences for enriched learning. Utilizing evidence-based best practices, all experiences will be developed in hands-on, minds-on learning.

ACE will also focus on engaging families in their students' academic career to provide a holistic approach to student success. Family activities will occur throughout the grant year for each center. Programs such as Parent Cafes, GED/ESL, family fun nights, and parent workshops will be provided at each center. Programs will be based on family needs and interest that will be determined by family surveys.

ESC 12's ACE program will be evaluated by an independent evaluator who will use **observational walkthroughs, surveys, focus groups and data analysis of academic performance to measure program outcomes. The Project Director, the Family Engagement Specialist, and Site Coordinators** will use these evaluation reports to guide operational problem solving and adjust activities for continuous improvement and to inform the campus ACE team of the academic effectiveness of the activities and alignment issues.

Sustainability will be a part of the ACE program from day one. All school boards have demonstrated their overwhelming support for the ACE program. They are fully committed to continuing the successful elements of the program after the grant period is over. Options ACE staff will explore for each site include establishing a fee-based program, using state, local and federal funds, and in-kind program activities from partners.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 161950	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	$1,266,470	$4,720	$1,271,190
Schedule #8	Professional and Contracted Services (6200)	6200	$55,000	$25,000	$80,000
Schedule #9	Supplies and Materials (6300)	6300	$53,060	$0	$53,060
Schedule #10	Other Operating Costs (6400)	6400	$95,750	$0	$95,750
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes ☐ No	
	Total direct costs:		$1,470,280	$29,720	$1,500,000
	Percentage% indirect costs (see note):		N/A	$0	$0
	Grand total of budgeted costs (add all entries in each column):		**$1,470,280**	**$29,720**	**$1,500,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$752,550	$0	$752,550

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: 161950

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			$276,500
3	Tutor			$250,000
Program Management and Administration				$
4	Project director (required)	1		
5	Site coordinator (required)	9		63,500
6	Family engagement specialist (required)	1		423,000
7	Secretary/administrative assistant			56,500
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		1	4,000
17	ESC other			$
18	ESC other			$
Other Employee Positions				$
19	Title			
20	Title			$
21	Title			$
22				$
	Subtotal employee costs:			$1,073,500
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		
24	6119	Professional staff extra-duty pay		$
25	6121	Support staff extra-duty pay		$
26	6140	Employee benefits		$
27				$197,690
	Subtotal substitute, extra-duty, benefits costs			$197,690
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$1,271,190

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: 161950		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:ESC charges as per approval cost allocation plan-internal service fund for Project Director, FES, and Site Coordinator (11 employees)		$15,000
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:		$15,000
Professional and Contracted Services			
#	**Description of Service and Purpose**		**Grant Amount Budgeted**
1	Evaluator		$25,000
2	Curriculum and professional development		$40,000
3			$
4			$
5			$
6			$
7			$
8			$
9			$
10			$
11			$
12			$
13			$
14			$
b.	Subtotal of professional and contracted services:		$65,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:		$
	(Sum of lines a, b, and c) Grand total		$80,000

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 161950	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:	$53,060
	Grand total:	**$53,060**

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: 161950	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.	$2,250
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:	$93,500
	Grand total:	**$95,750**

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 161950			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment or furniture				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$0
			Grand total:	$0

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: 161950	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	Master's degree in education, business, management, or related field; strong organizational and management skills; supervisory experience with demonstrated competence in program implementation, monitoring, management, and reporting; experience with fiscal management.
2.	Site Coordinator(s)	Bachelor's degree in education or related field; supervisory experience preferred; ability to maintain positive working relationships with stakeholders and frontline staff; strong organizational, communication, and computer skills; experience in supervision and schools.
3.	Family Engagement Specialist	Bachelor's degree in education or related field; strong communication skills; must be familiar with the community and support agencies; must be adaptable to meet unique needs of families, including flexible hours; experience working with families of diverse cultures and economic background.

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

#	Objective		Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1.	Identify students in need of academic assistance	08/01/2018	07/31/2019
		2.	Recruit qualified instructors	08/01/2018	07/31/2019
		3.	Students take pre- assessment	09/04/2018	07/31/2019
		4.	Provide targeted tutoring aligned to school day	09/15/2018	07/31/2019
		5.	Data is gathered and analyzed by SC/PD	10/01/2018	07/31/2019
2.	Improve Attendance	1.	Identify students who struggle with attendance	08/01/2018	07/31/2019
		2.	Enroll students in high-interest afterschool clubs	08/15/2018	07/31/2019
		3.	Provide hands-on clubs with a real-world connection	09/04/2018	07/31/2019
		4.	Educate parents on the importance of attendance	09/04/2018	07/31/2019
		5.	Attendance data is analyzed by SC/PD	10/01/2018	07/31/2019
3.	Improve Behavior	1.	Identify students in need of behavior improvement	08/01/2018	07/31/2019
		2.	Train instructors in behavior management	08/15/2018	07/31/2019
		3.	Enroll students in high-interest afterschool clubs	08/15/2018	07/31/2019
		4.	Implement a positive support system for students	09/04/2018	07/31/2019
		5.	Data is gathered and analyzed by SC/PD	10/01/2018	07/31/2019
4.	Improve Promotion Rates	1.	Identify and enroll students on RTI Tiers 2 and 3	08/01/2018	07/31/2019
		2.	Target STAAR aligned after-school tutorials	09/04/2018	07/31/2019
		3.	Disaggregate data to identify students' specific needs	09/04/2018	07/31/2019
		4.	SC monitors student progress in school day classes	09/04/2018	07/31/2019
		5.	Provide educational sessions for parents	09/04/2018	07/31/2019
5.	Improve Graduation Rates	1.	Develop a college/workforce culture curriculum	09/04/2018	07/31/2019
		2.	Assist students in identifying own future expectations	09/04/2018	07/31/2019
		3.	Work w/community to identify future job growth	09/04/2018	07/31/2019
		4.	Offer C/W exploration and readiness activities	09/04/2018	07/31/2019
		5.	Provide classes for parents to raise expectation for students	09/04/2018	07/31/2019

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161950	Amendment # (for amendments only):

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

ESC 12 conducted a regional data analysis to identify communities that could benefit from ACE resources in reasonable proximity to the fiscal agent. The ESC Department of School Support and Grant Services conducted needs assessments based on academic achievement data from TEA, District, and Campus performance data, as well as District and Campus Improvement Plans. Likewise, Census data was analyzed to determine significant community gaps. The seven partnering school districts of **Dawson, Groesbeck, La Vega, Mexia, Moody, Valley Mills and Whitney** were identified during the needs assessment process as districts that had large gaps in academic achievement paired with high levels of the administrator, parent and community support for ACE Programming. **These partnering districts have demonstrated a high population of students with academic need, high need for student behavioral interventions, increasing populations of economically disadvantaged students, and low parent engagement** as seen below:

	Index 1 (Approaching Grade Level)	Index 2 (Student Progress)	Economically Disadvantaged	At-Risk	Reading (Met Grade Level Standards)	Math (Met Grade Level Standards)
ACE Districts	63	35	78	57	31	32
Region 12	73	39	58	47	45	45
State	75	40	59	50	48	48

One campus to be served by ACE, Groesbeck ISD's Enge- Washington Intermediate School, is a **2017-2018 Priority School**. In 2017, only 24% of students met the grade level standards in Math and 27% in Reading, nearly half of the state's average of 48%. Two more of the 9 centers are serving students attending campuses identified as **2017-2018 Focus School**, Mexia ISD's R.Q. Sims Intermediate and La Vega ISD's Intermediate H.P.Miles. These three districts will serve 800 students or 55% of the students to be served in the Cycle 10 grant again ensuring that the "most in need" students are being targeted.

The majority of the partner school districts are located in small isolated communities across five counties. The population of the seven districts in Cycle 10 range from 800 to 9,000. The children have few, if any, resources available to enhance their academic achievement in the home and coupled with the isolation of the community makes the role of the school districts and ACE vital to meeting the needs of the students.

	Per Capita Income	Poverty Rate	Unemployment	Female HoH
ACE Districts	$17,255	24%	10.3%	16%
State	$54,727	17%	5.9%	14%

Common needs began to develop throughout the needs assessment process: 1) There are large gaps in academic achievement between the at-risk population and their peers. 2) Students are not able to make the connection between skills learned at school and the "real world". 3) There are large numbers of working two-parent and single-parent homes in communities where there is a lack of childcare. 4) Less than half of the communities have childcare facilities available to parents. Parents may have to drive to neighboring towns for childcare. 5) Working parents are forced to leave younger children at home with siblings after school. 6) Parents have limited education and lack parenting skills necessary to help student achievement. **The ACE programs will address these needs by providing safe and educational morning, after school and summer programming that will be aligned with TEKS and school day learning to ensure academic achievement and student success.** All programs will provide transportation and snack/meals to students to help ease the burdens of working families and barriers to academic success. When possible, the ACE program will recruit community agencies to provide any additional services these students and families need to be successful.

Priority Points: Three campuses included in the ESC 12 ACE grant are a Priority or Focus Campus for 2017-18 that further builds the case for the need of the ACE grant.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 161950	Amendment # (for amendments only):

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

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

ESC 12 will be partnering with Dawson ISD, Groesbeck ISD, La Vega ISD, Mexia ISD, Moody ISD, Valley Mills ISD, and Whitney ISD to provide ACE services at the 12 targeted campuses at 9 centers. As exemplified by the current partnership for Cycle 8 and 9, the partnerships have a long-standing, multi-faceted relationship to provide a PK-6 continuum of education in the Heart of Texas region. This partnership allows smaller school districts, without the institutional capacity to manage a large grant in OST, the ability to bring these much-needed services to their students and families. ESC 12 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 training; and will ensure that all administrative and statutory requirements are met. ESC 12 will provide all training, meeting space, professional development, and resource materials to program partners.

Each district has local partners in their community that include area colleges, chamber of commerce, civic organizations, faith communities, public agencies, and volunteer groups. These community partners provide a range of services including enrichment, mentoring, service learning opportunities, in-kind materials, and special assistance to students at each center. Additionally, ESC 12 has a wide range of partner organizations and agencies currently providing support services to Region 12 districts. For Cycle 10, ESC 12 is expanding a current partnership with **the Baylor Research and Innovative Collaborative (BRIC)** to expand the ability to provide hands-on innovative activities to meet the ACE program objectives.

As stated in the name, BRIC is a collaboration of **Baylor University's** most accomplished scientists and engineers, the advanced workforce technology training and workforce development of **Texas State Technical College Waco**, and major regional industries, such as L-3 Platform Systems an employer of over 400 engineers worldwide and other local businesses. This collaborative environment supplies the services necessary to take innovation from lab to the marketplace. As a resource for promoting science, technology, engineering and math (STEM) occupations as career options, the BRIC and ECS 12's partnership will allow students in rural districts to participate in activities that are currently developing the future of many industries where they could potentially work. Each research program conducted by the BRIC has a component for an academic education pipeline of activities developed for school-aged learners. ESC 12 will work with the BRIC and their educational partners Lex Labs to join the pipeline that will provide highly engaging TEKS aligned activities in the STEM fields.

The major benefits, this partnership will have for the districts and campuses in Cycle 10, will be the ongoing direct access to hands-on, innovative experiments and projects that will link school day TEKS and skills to real-world situations. Through this partnership, teachers and school districts will gain access to additional professional development that will increase their effectiveness in ACE and school day. This access to the pipeline of activities developed by industry specialist will be a resource these districts will have access to beyond the ACE grant life and will continue to provide students with innovative programs. Students will also have the unique opportunity to see firsthand the vast collaboration needed to make an industry work. For example, in the Aerospace field, they not only see the scientist and engineers that develop the rockets but also the multifaceted components that it takes to get it into space. Learning about everyone, from the astronauts to the painters who apply special paint to the rockets, will open up so many opportunities for students to think beyond their community and pursue their passions.

Priority Points: ESC 12 has an existing MOU with the partnering school districts for Cycle 8 that will be amended to include the new scope of work if awarded. The BRIC partnership, which is supported by the attached letter of support, will also be adapted as the ACE grant receives feedback from teachers and students to ensure all districts needs are being met. Agreements with local organizations will be created throughout the grant life as needed to be determined by **the Texas ACE Blueprint.**

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 161950	Amendment # (for amendments only):

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

In its first step toward meeting the measures of effectiveness outlined in the Texas ACE Blueprint, ESC 12 conducted a needs assessment of the region and the proposed 21st CCLC Cycle 10 campuses. Information sought through this assessment include the areas safety, program design, activity selection, school day alignment, and family need for such a program. The results of the surveys were matched to district assets, resulting in a better picture of how the ACE program can offer high-quality activities that target growth in academic achievement, attendance, improve behavior and promotion rate.

Academic Performance and Promotion Rate:
In order to successfully impact students' academic performance and promotion rates, the ACE program is designed to be intentional in selecting students, activities, and programs. It is the intent of ESC 12 and the districts in the program to focus on students who are identified as **"most in need of academic assistance"**. All students will be identified through a **rigorous identification process** at each campus. Site Coordinators (SC), principals, teachers, and counselors will develop targeted criteria to ensure the students selected are at a high level of need.

Once students are identified, the SC will work with campus administration and faculty to understand the academic needs of each student and will **create intentional academic and enrichment activities to address these learning gaps**. The ACE program will provide students with:
- Focused tutoring aligned to each student's need by reviewing benchmark and class assessments;
- Homework assistance to increase homework completion and reinforce learning and fluency in all subjects;
- Integrate technology into activities to increase skills, knowledge, and excitement;
- High-engagement enrichment activities correlated to TEKS to strengthen creative expression, critical thinking, and problem-solving skills;
- Summer programming aligned with school-year curriculum to reduce students' summer learning loss; and
- Parent programs related to the importance of education for long-term success.

Attendance:
According to Attendance Works, Kindergarten and 1st-grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused but still add up to significant lost instruction time. With limited school resources ACE will work to decrease school day attendance by providing:
- Highly-engaging enrichment activities based on student interest survey data;
- Social/emotional learning activities to increase protective factors;
- Parent education focusing on the importance of regular attendance, health and wellness; and
- SC communication with school day teachers to monitor progress.

Behavior:
Many students struggling with academic failure also may struggle with behavior issues in school. In order to promote positive behavior, SC will develop a positive behavior support system based on the campus' adopted program to provide consistency among school day and after school. ACE will also provide:
- Program interventions that will align with school day interventions;
- Social and emotional curriculum to improve the climate of the campus; and
- Parent education classes and workshops focusing on behavior management.

To ensure the program is impacting the targeted areas, **the SC will meet regularly with school-day teachers, attend grade level meetings, and monitor students' grade.** The programs and activities will be modified as needed to provide the highest impact. The Project Director will monitor each centers performance with data dives, administration meetings, and site observations then help implement changes as needed with technical support and training.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 161950	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.**

Afterschool programs can promote positive learning and developmental outcomes. Research and evaluations point to several factors that are critical for creating constructive settings that can achieve these results with youth. Some of the main factors include school day alignment, hands-on learning, implementing learning strategies, and parent/school connection.

Intentional alignment with school instruction allows struggling students to catch up to their classmates, while helping all students hone the skills necessary for success in school. Learning the same content through different and innovative approaches that only afterschool can offer is extraordinarily helpful in content understanding and retention for students **(Institute of Education Sciences).** Additionally, academics and enrichment are not mutually exclusive and both research and past 21st CCLC experience have shown that instruction and learning are more meaningful when the two elements are blended into hands-on, innovative, real-world experiences **(Harvard Family Research Project, 2007).**

Another common thread among all of these studies is that successful programs focus not just on academic assistance but identify strategies students can develop to solve future challenges. Research results shows that students in strategic style 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 **(Hook et. al, 2001).**

Finally, family engagement in their child's education is an integral component to support student growth and success. Multiple benefits are associated with parent engagement, such as improved academic performance, attendance and graduation rates, are documented in a number of studies. Partnerships established between afterschool programs and families are mutually beneficial, as afterschool programs can raise overall family engagement in their child's education, act as a bridge between families and schools, and provide wraparound services to families—such as counseling, adult education classes and connecting them to social services **(Horowitz, A. and Bronte-Tinkew, J., 2007).**

In order to promote program quality, ACE will implement a model of student programming that features a combination of academic assistance and enrichment activities, with an emphasis on college and career exploration. Utilizing the resources of ESC 12, each site will have **ongoing direct access to technical assistance and expertise** in behavior and classroom management as well as **academic literacy and STEM extensions.** The ESC Region 12 Education Specialist will develop Early Literacy and Language Interventions and Inter-discipline Makerspace Curriculum that will utilize **activities aligned with TEKS and school day instruction and will focus on the gaps found in school day data.** To ensure implementation to full effectiveness, each center's frontline staff will receive training in best practices. By using local experts to provide training and on-site coaching, each curriculum and program to be customized to meet the determined needs of the individual campuses as well as immediate feedback and troubleshooting.

For most campuses, the rate and quality of homework completion are directly correlated to students' academic achievement. In order to target homework, each site will have an hour of academic tutoring and homework assistance. Applying the **Strategic Instruction Model**, the program will not only help complete current assignments but also teach the students strategies that will allow them to tackle similar future task independently. The focus is on teaching the skills and strategies to master these skills to support future success.

The ACE program will increase student achievement by engaging and empowering parents to become actively involved in their children's education across grade levels. To achieve this goal, ACE will provide effective and practical, research-based practices to equip parents with the best strategies and resources available to help their children succeed in school. The program will develop and deliver communications to parents and families on the factors that influence student achievement and success. **A collaboration with community organizations and agencies will provide the holistic support of family success.** Parents will also have access to technical assistance and training to extend their own personal educational and career goals.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 161950	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.**

All ACE activities will be based on **the Texas ACE Four Component Activity Guide.** Each activity will fall into one of the four components: academic achievement, enrichment, college/career exploration and family engagement. These are designed to ensure the improvement of academic achievement by educating the whole child. Activities falling under the heading of academic assistance will be designed to target areas of need for students and will be based on student achievement data.

With **grade level reading as a major struggle** for the majority of the districts and campuses served, increasing proficiency in reading will be a priority for Cycle 10. Every opportunity will be used to provide educational experiences to increase proficiency in reading and writing. Morning programs will work with the younger grades in fluency & fitness and physical phonics. Older students will participate in study lounge, that will offer a time for homework completion, AR time or student organization classes so students can get ready for the school day. Additionally, the first hour of after school programming will include homework time or strategic tutoring based on individual student needs.

Enrichment activities will be designed to improve academic achievement through the improvement of social skills and academic skills in context. Each of the enrichment programs will provide meaningful educational experiences using the 4C's. The Four Cs of 21st-century learning, also known as the Four Cs or 4 Cs, are four skills that have been identified by **the United States-based Partnership for 21st Century Skills (P21)** as the most important skills required for 21st-century education: **critical thinking, communication, collaboration, and creativity**. ESC 12 Education Specialist will add to the 4C's to include "R" **reflection**. To incorporate literacy into all programming every activity will use some type of reflection such as blogging, creating a book, video, or oral presentations.

Dozens of studies of afterschool programs repeatedly underscore the powerful impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to practice new skills through hands-on, experiential learning in project-based after school programs. Among a variety of programs and experiences, Cycle 10 will use makerspace and other innovative programs to increase academic success through hands-on, minds-on activities that connect standards to real life. Makerspace allows young people to have an opportunity to explore their own interests; learn to use both physical and virtual tools and materials; and develop or produce projects. A makerspace is about turning consumed knowledge into action and allows a true opportunity to support personalized learning. **The New Media Consortium Horizon Report for 2015** states the makerspaces are increasingly being looked as a method for engaging learners in creative, higher-order problem solving through hands-on design, construction, and iteration.

Activities falling under the heading of College and Career Exploration will be designed to improve academic achievement by helping students develop future goals, connect skills learned in school to real-world application. Utilizing the partnership with **the BRIC,** students, and staff would be able to experience firsthand the newest trends and applications in today's growing industries in the region. Utilizing the technology of ESC 12 and the relationship with Baylor, students in ACE will be able to meet virtually with professionals across multiple industries in a virtual career day. This will offer a look outside students' limited community and see the potentials beyond their current reality.

Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students in academic endeavors. Examples are adult literacy, English language learners, computer literacy, and college awareness.

Cycle 10 Project Director (PD) will work with the Site Coordinators (SC) and school administration to monitor daily activities and their effectiveness. SC and principals will do regular observational walkthroughs as well as regular review of data. SC will share data with the PD in monthly meetings. The PD will work directly with ESC 12's Educational Specialist to provide centers with modified lessons to provide the greatest impact to students.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 161950	
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.**	Amendment # (for amendments only):

ESC 12 ACE staff will ensure intentional and creative methods are used to disseminate information about the Community Learning Center to students, parents, district, and campus staff, partners, and the entire 7 communities. Given the fact that the student population is diverse among these 7 communities, all communications will be available in **both English and Spanish.**

An effective communication system for the dissemination of information is already operational at ESC 12. To avoid duplication of efforts, the Project Director (PD) will work with **the Communication and Marketing Department** to assess and build upon current system whenever possible. Program communication needs not addressed by current ESC and district systems will be identified as 'gaps.' Responding to these gaps, the PD will develop new methods for the dissemination of information that complements existing systems, as well as being understandable and accessible. The PD will verify center information, including location, dates, times and a point of contact.

Systems utilized by ESC and proven successful include, but not limited to: (examples in parentheses)
- ESC, district, and the campus' online tools (community television channel, district and campus websites and social media)
- Campus-wide events (registration, Open House, extracurricular activities)

Upon receiving the notice of the grant award, local and regional media will receive a press release about the ACE program. As having a positive relationship with the media is a key component to sustainability, the media will be invited to events regularly in each community and will be invited to serve on **the Community After School Task Force (CAT)**. Site Coordinators will identify CAT collaborators to write articles and editorials, participate in interviews, and represent CAT in each community. Students will use technology skills mastered in college and career readiness activities to create videos, podcast, and other dissemination tools. Students will use social media to share information with appropriate staff supervision.

A regional initiative featuring all district and campuses will support these local efforts. One example is **Lights on After School**, which draws attention to the work of after-school programs nationwide. ACE programs in all 7 communities will use this event to showcase all the wonderful and innovative programs students are enjoying during ACE.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 161950	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.**

During the planning process of the ACE grant, communities, schools, and parents expressed the need for families to have a safe way for students to get home after programming ended each day. The immense geographical area of the rural districts and campuses these districts are serving makes transportation a major barrier for students and families. For most of these families to earn a livable wage, they must commute to bigger cities, some **traveling 30 – 60 minutes each way** every day.   Grant funds will be used to remove this barrier and provide transportation to these students and families.

Each student that participates in the program will submit a registration form that includes a preferred method(s) of dismissal and will be signed by the parent or legal guardian. Options for dismissal include parent pick-up, bus transportation, and walk/bike ride. The sites follow the preferred dismissal methods of the campus for the purpose of consistency for families including physical sign out procedures. For bus riders, ACE will follow district policies and add additional safety procedures if needed.

Once a parent has selected bus transportation, the Site Coordinator (SC) will develop a bus list that will be given to the Transportation Department. **Any transportation changes must be requested in writing by a parent or legal guardian and sent directly to the SC.** The SC will update the list daily and then communicate any changes to transportation. Each day an ACE staff member will escort students to the bus and mark names off as they enter the bus. This safety check will allow the program **to ensure all students are safe and accounted for** before the bus leaves the campus. Each bus will have all emergency contacts on board during transportation to utilize in a case of an emergency.

Bus drivers will **NOT** release a Kindergarten or 1st-grade student at a bus stop unless a responsible person is present at the stop for that child. Parents will be called and the student will be brought back to the campus. Here the SC or ACE supervisor will remain with the student until a parent or guardian picks them up.

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

County-district number or vendor ID: 161950	Amendment # (for amendments only):

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

Volunteers from the community and local organizations not only provide services, but also a strong connection between the school, the neighborhood, and the broader community. It is essential that volunteers provide high-quality services to students in order to further progress toward the program's objectives and goals. All volunteers must go through each district's volunteer application process, which includes a **background check.** The Site Coordinator will work with the principals to use volunteers appropriately within the program considering their qualifications along with the needs of the center.

Partnerships with local community organizations through the Community After School Task Force (CAT) will provide social networks for community members to discover volunteer opportunities, and for CAT to recruit highly qualified community members to serve as volunteers. Promotional materials disseminated throughout the community will include information about volunteering with the program.

Site Coordinator will work with volunteers to **provide training in any policies or safety procedures** they will need to be aware to provide services. **Volunteers will be given schedules and specific assignments and will be supervised** by the SC much in the same way as all staff. Volunteers will be encouraged to provide feedback to staff on the program and on student needs and are included in project evaluations through surveys.

During the needs assessment process several districts improvement plans stated the need to re-establish PTO activities. The SC and FES will also work to encourage parents to participate in programs that will bring them into the school as volunteers. The FES would meet with campus administration to recruit parents and develop different projects to engage parents to maintain engagement. To boost sustainability, FES and SC will work with parent volunteers and groups to assist in family events, with the idea that once the grant is gone they will continue these events.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 161950	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.**

Partnerships between the district and the community are the key to long-term program sustainability. ESC 12 has a history of forming partnerships with the community in an effort to enhance and sustain programming. With assistance from ESC 12, a **Community Afterschool Taskforce (CAT)** will be created to help support and sustain the ACE program. CAT members will include stakeholders from the school district such as site coordinators, project directors, principals, teachers, and parents, in addition to community partners such as local business leaders, religious organization representatives, nonprofit representatives, and community leaders. This campus-based committee will provide guidance and planning for long-term sustainability of the program, with each stakeholder bringing a unique perspective to the group to ensure that all areas of the program are considered when creating the vision of sustainability.

Specific sustainability efforts fluctuate by district and campus needs, so it is important to reach out to the immediate community and survey families and school staff regarding the specific needs of a sustained program. The Project Director will attend TEA sponsored training for sustainability and reach out to other successful programs to help facilitate this process. Some of the most successfully sustained programs have involved tremendous campus support through the volunteer efforts of campus staff. Others successfully sustained programs have relied on the alternative usage of other funding streams, such as Title 1 funding for focused academic and enrichment programs after the completion of the grant period. There are several communities with local area churches that have adopted schools and implemented programs that including tutoring, leadership, character education and athletics. Building on these models, ESC 12 and the ACE programs will use the entire grant period to establish and strengthen key partnerships with the school and greater community.

ESC 12 ACE Sustainability Plan:
Year 1:
- Form the CAT and hold quarterly meetings
- Develop campus-specific sustainability goals
- Partner with local and regional media to educate the community
- Engage and collaborate with parents to advocate for the ACE Program with local government leaders, school board, and community leaders.

Year 2:
- Continue CAT meetings
- Focus on community outreach with the intention of building additional support through efforts of key community partners.
- Share Year 1 outcomes and success with stakeholders.
- Identify specific financial and programming needs.
- Convert the vision into an operational plan.

Year 3:
- Continue CAT meetings.
- Regularly assess the progress made towards the operational plan.
- Hold community meetings to discuss sliding scale fees for service after grant cycle.
- Celebrate program successes and communicate via the media.
- Program participants will provide community outreach for advocacy and general awareness purposes.
- Work with administration to identify the return on investments for funds through a business plan.

Priority Points
Each school district participating in this project has demonstrated unified support and a commitment to continue OST programming after the completion of the grant period. Information on this grant opportunity was presented in March and April 2018 to all seven governing boards of partner school districts. The vast majority of board members of the seven boards submitted letters of support detailing specific steps to be taken to continue effective grant activities after Cycle 10 funding ends. Please find the attached rosters from each partnering school and the signed letters of support.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 161950	Amendment # (for amendments only):

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

Coordination of the federal, state, and local resources effectively delivers necessary public resources to those who have been identified as needing the assistance. Historically these population have been difficult to reach. Thus the goals and objectives for these public resources are met, along with those of the Texas ACE grant, when funding is coordinated to provide services to the families in the 9 ACE centers.

- All ACE sites will use free and reduced food services for snacks/meals during the school year and lunch during the summer. Additionally, other school-sponsored programs will be able to utilize the program.
- Will enhance and expand current tutorials by increasing numbers significantly by providing additional faculty and by reducing other barriers such as transportation.
- When available ACE will work with local community colleges and churches to provide ESL and GED classes to increase parent literacy.
- ACE will expand required minimal parent involvement by adding a Parent Resource Area, providing monthly family events and parent workshops.
- All ACE sites will use campus gyms, computer labs, libraries, and classrooms during school and summer programs.
- Site Coordinators will provide parents with a Community Resource List of all possible additional services they may need

ACE will communicate and meet regularly with each District staff overseeing Title I, State Compensatory Education and all other public funds to ensure that 21st Century funding supplements, complements existing programming, maintains compliance with all rules, and mandates without supplanting them.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161950	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):	
Dawson Elementary 199 N School Ave Dawson, TX 76639	☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☒ Pre-K ☐ 7-8 ☒ K-2 ☐ 9 ☒ 3-4 ☐ 10-11 ☒ 5-6 ☐ 12	

9-digit campus ID number:	175904101
Cost per student	$519.00

"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	35

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

Center 2

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Enge-Washington Intermediate School (Groesbeck ISD) 803 S Ellis St Groesbeck, TX 76642	☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☒ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☒ K-2 ☐ 9 ☒ 3-4 ☐ 10-11 ☒ 5-6 ☐ 12	

9-digit campus ID number:	147902101
Cost per student	$519.00

"Regular" student target (to be served 45 days or more annually):	200	Parent/legal guardian target (in proportion with student target):	75

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	H.O. Whitehurst Elementary		
9-digit campus ID number	147902104		
Estimated transportation time	2 minutes (200 yards)		

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):	
La Vega Elementary 3100 Wheeler St Waco, TX 76705	☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☒ K-2 ☐ 9 ☒ 3-4 ☐ 10-11 ☐ 5-6 ☐ 12	

9-digit campus ID number:	161906105
Cost per student	$519.00

"Regular" student target (to be served 45 days or more annually):	150	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: 161950

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):	
La Vega Intermediate HP Miles Campus 4201 Williams Road Waco, TX 76705	☒ 40% or higher economically disadvantaged ☒ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☒ 3-4 ☒ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

9-digit campus ID number:	161906103
Cost per student	$519.00

"Regular" student target (to be served 45 days or more annually):	150	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 5

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
AB McBay Elementary (Mexia ISD) 1000 N Ross Ave. Mexia, TX 76667	☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☒ Pre-K ☒ K-2 ☐ 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

9-digit campus ID number:	147903103
Cost per student	$519.00

"Regular" student target (to be served 45 days or more annually):	150	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):	
RQ Sims Intermediate (Mexia ISD) 1010 N Ross Ave, Mexia, TX 76667	☒ 40% or higher economically disadvantaged ☒ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☒ 3-4 ☒ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

9-digit campus ID number:	147903105
Cost per student	$519.00

"Regular" student target (to be served 45 days or more annually):	150	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: 161950   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):

Moody Middle School
107 Cora Lee Lane
Moody, TX 76557

- ☑ 40% or higher economically disadvantaged
- ☐ 2017-2018 Focus School
- ☐ 2017-2018 Priority School
- ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR

Grade levels:
- ☑ Pre-K
- ☑ K-2
- ☑ 3-4
- ☑ 5-6
- ☐ 7-8
- ☐ 9
- ☐ 10-11
- ☐ 12

9-digit campus ID number:	161910041
Cost per student	$519.00

"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	90

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Moody Elementary		
9-digit campus ID number	161910101		
Estimated transportation time	1 minutes (100 yards)		

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):

Valley Mills Elementary School
1 Eagle Way
Valley Mills, TX 76689

- ☑ 40% or higher economically disadvantaged
- ☐ 2017-2018 Focus School
- ☐ 2017-2018 Priority School
- ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR

Grade levels:
- ☑ Pre-K
- ☑ K-2
- ☑ 3-4
- ☑ 5-6
- ☐ 7-8
- ☐ 9
- ☐ 10-11
- ☐ 12

9-digit campus ID number:	018904101
Cost per student	$519.00

"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	35

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

Center 9

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):

Whitney Intermediate School
301 S San Jacinto St.
Whitney, TX 76692

- ☑ 40% or higher economically disadvantaged
- ☐ 2017-2018 Focus School
- ☐ 2017-2018 Priority School
- ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR

Grade levels:
- ☐ Pre-K
- ☑ K-2
- ☑ 3-4
- ☑ 5-6
- ☐ 7-8
- ☐ 9
- ☐ 10-11
- ☐ 12

9-digit campus ID number:	109911102
Cost per student	$519.00

"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):	50

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Whitney Elementary School		
9-digit campus ID number	109911101		
Estimated transportation time	2 minutes (200 yards)		

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

County-district number or vendor ID: 161950

Amendment # (for amendments only):

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

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

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 161950	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.**

After performing a comprehensive needs assessment of students, families and campus needs, ESC 12 has strategically aligned the grant budget to provide the highest quality after-school program that will work to ensure student success. Through feedback and continuous improvement, the grant will be managed and monitored to meet the proposed grant goals and objectives. **With a Project Director (PD) to oversee, the activities of ESC 12 ACE grant, a Site Coordinator (SD) to manage the daily activities at each center-level, and an ESC-funded Deputy Director of School Support and Grant Services, the grant will be managed with integrity and commitment to students, families and schools**

The implementation will be monitored using a **multi-pronged approach** with observations by various team members to ensure fidelity with the program model. The PD will provide hands-on, one-on-one site coordinator guidance for problem-solving of operational challenges to ensure program implementation. The PD will use observational walkthroughs to monitor for consistent programming, assess program activities for quality and use of collaborative partner resources, and ensure stakeholder involvement. The Family Engagement Specialist will support the development and implementation of family engagement activities and monitor the use of collaborating partner and community resources through observational walkthroughs. She/he will support site coordinators in identifying family needs through annual surveys and ensure attendance will meet grant goals. The SCs will ensure the afterschool program activities are aligned with the academic school day. They will do this through regular and formal observations that identify if students are engaged in activities and if the planned lessons are followed and result in student higher-order thinking. The SC will consistently monitor school day learning by attending grade level meetings, principal meetings, and monthly staff meetings.

ESC 12 ACE centers will operate a minimum of 15 hours per week, five days a week during the school year and a minimum of 16 hours per week, four days a week in the summer. There will be 35 total weeks of programming in the following programs:

Before school: Students will have an opportunity to complete homework assignments with help from school personnel, tutoring, recreation/physical activities, and computer lab.

After school: Students will transition from the school day and have a nutritious snack or meal. 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, physical fitness, technical skill building, and makerspace.

Summer: 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.

Parent activities: Adult programs will occur at least once per month at each center, though some classes such as GED or ESL may occur more often based on parent interest. Programs may include family literacy, enrichment programs, Homework workshops, career training, and technology classes. Each center will conduct a parent survey to better gauge the needs and interest of their parents.

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

County-district number or vendor ID: 161950	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.**

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1	Interviews, site visits, surveys	1	Surveys will be distributed to parents, students, and teachers
		2	Site visits will be conducted by evaluator and PD
		3	Interviews will be conducted by an evaluator
2	Project Data Collection	1	Data will be gathered by SC/PD from TX 21st and skyward
		2	Reports containing data will be prepared by the evaluator and submitted to TEA
		3	Attendance data will be entered weekly into TX 21st
3	Observations	1	SC will conduct weekly observations of classes
		2	PD and evaluator will rotate through campuses to observe programming
		3	SC and PD will share observations and use data to improve programming
4	Focus Groups	1	Students will be able to suggest program activities
		2	Community Advisory Committee will give feedback to steer the program
5	Internal Monitoring	1	SC and PD will run weekly exception reports and discuss as needed
		2	PD will monitor data entry by SCs to ensure compliance is met
		3	SC/PD will meet monthly to discuss programming and compliance

An independent evaluator with expertise in 21st CCLC program will conduct the evaluation of the grant. Through quarterly visits, the evaluator will assess program progress and provide oral and written feedback. Continual input from the various stakeholders will ensure quality in all activities and outcomes. The evaluator will conduct a formative and summative **evaluation based on the process outlined in the Texas ACE Blueprint**. Evaluation will focus on assessing whether or not the activities are being implemented as planned to achieve grant goals and objectives by utilizing program and district level data.

The intent of the 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 objectives performance measures that are clearly related to the intended outcomes of the project. The ACE team, with assistance from the evaluator, will be charged with directing this process. Data from before and after school activities as well as STAAR scores will be collected and analyzed. A report of the findings will be presented to the district and campus leadership.

ESC 12 ACE will utilize the comprehensive evaluation data in its continuous improvement efforts to monitor the attainment of goals and objectives of the grant. The PD will monitor both quantitative and qualitative data on a regular basis and discuss gaps in programming at the monthly SC meetings. The evaluator will also share data analysis and ideas at these meetings as well. Together the PD and SCs will develop an action plan, allowing the program to adapt and refocus throughout the year, based on the unique needs of the learners in the program.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 161950	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	☒	☒	☒

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 161950		Amendment number (for amendments only):		

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 161950   Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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County-District Number or Vendor ID: 161950	Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 161950	Amendment number (for amendments only):

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

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

Questions

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

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

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

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

Assurances

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

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