

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

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 MAY - 1 AM 11: 22</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> </div>
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
YMCA of Greater Houston			
Vendor ID #	ESC Region #	DUNS #	
		050298918	
Mailing address	City	State	ZIP Code
2600 North Loop West, Ste 300	Houston	TX	77092-

Primary Contact

First name	M.I.	Last name	Title
Heidi	J.	Brasher	District Executive, Youth Dev
Telephone #	Email address		FAX #
713-758-9139	heidi.brasher@ymcahouston.org		713-758-9140

Secondary Contact

First name	M.I.	Last name	Title
Avice	A.	Chambers	Executive Director, Afterschool
Telephone #	Email address		FAX #
713-758-9141	avice.chambers@ymcahouston.org		713-758-9140

Part 2: Certification and Incorporation

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

Authorized Official:

First name	M.I.	Last name	Title
Shawn	L.	Borzelleri	COO/Sr VP of Programs
Telephone #	Email address		FAX #
713-758-9174	shawnb@ymcahouston.org		713-758-9140
Signature (blue ink preferred)	Date signed		

Shawn L. Borzelleri

Only the legally responsible party may sign this application.

701-18-111-136

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 01/01

End date (MM/DD): 12/31

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:

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

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:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID:

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.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID:			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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID:

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.

OVERVIEW: The YMCA of Greater Houston works to improve the educational readiness, engagement and outcomes of the community's children, so that they can pursue their best possible future. YMCA programs are designed to improve academic outcomes for children at key educational milestones: early learning, summer learning and afterschool. Through the following 21st Century Community Learning Center (CCLC) Cycle 10 proposal, the YMCA, in partnership with four local education agencies and trusted community-based partners, will serve at least 630 targeted K-5th students at nine elementary schools located in high need communities throughout Greater Houston. The proposed program incorporates a collaborative approach in providing targeted students additional support in academics, social emotional learning, career exposure, enrichment, and family and community connections. It is believed that this will lead to participating students experiencing positive academic and behavioral gains and help them to succeed in school and beyond

BUDGET: The requested budget was developed in partnership with the YMCA Senior Leadership Team, the YMCA Youth Development Leadership team, Human Resources & Business Services departments, district Federal & State Programs directors, school principals and community partners. Factors considered: types of services to address students/parents' identified needs; existing campus services/resources; pay scale for grant required staff within existing YMCA staffing structure; number of students served and required staff needed to maintain YMCA staff:student ratio standard of 1:15; overall cost to implement evidenced-based curriculum and provide enrichment services; existing YMCA matching funding, resources, and partnerships that could be used to leverage and compliment 21st CCLC activities.

DEMOGRAPHICS: Selected sites meet the grant objective to specifically target students of high poverty, low performing schools. The nine schools selected are all Title I schools serving 72.5% at-risk, 79% economically disadvantaged, predominantly minority (25.1% African-American, 66%Hispanic) populations, cumulatively living in low-income neighborhoods where the median household income is \$44,011. Combined, 64.5% of students meet STAAR satisfactory level or above in all subjects. The selected sites include one Priority school and three Focus schools.

NEEDS ASSESSMENT: The YMCA Youth Development Leadership works closely with its school district partners, Center Board of Directors, community partners, and families served to annually assess and determine needs and gaps in afterschool services and identify funding resources to create an overall capacity growth plan. The YMCA CEO reviews needs assessment process to ensure continued alignment with agency's strategic vision, initiatives and priorities.

MANAGEMENT PLAN: The YMCA's Executive Director of Afterschool has over 10 years' experience supervising afterschool programming and 8 years of experience overseeing all aspects of the 21st CCLC grant. A qualified Project Director will oversee the overall fidelity of implementation of the proposed program and adherence to grant requirements through a continuous improvement process. Qualified site coordinators will oversee the daily operations at each site. The Family Engagement Specialist will support each site in offering parent activities to foster parent engagement. Data Specialist will assist in the accuracy and timeliness for required data collection and evaluation purposes.

EVALUATION PLAN: Stellar Education Consulting will provide an independent evaluation to measure the effectiveness of the proposed planned activities in successfully meeting outcomes of improving students' academic and behavioral performances as well as the overall program fidelity of implementation and quality using qualitative and quantitative measures such as school day data, student pre/post test data, and key stakeholders' surveys. Evaluation results will be used to improve program practices, inform future decisions and assist in planning for sustainability.

STATUTORY & TEA REQUIREMENTS. A thorough review of the grant and TEA program and fiscal guidelines as well as the ACE Prime Blueprint was conducted to ensure the proposed program design accurately addressed all statutory and TEA requirements.

CONCLUSION: The YMCA and its partners are committed to providing intentional academic enrichment OST (out of school time) opportunities to meet the needs and improve the academic and social outcomes of the targeted underserved students and their families. The YMCA is focused on using data in a continuous improvement process to impact outcomes, and engaging partners to improve community level outcomes and mobilizing resources to create sustainable afterschool programs in low performing, high poverty communities.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID:			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	\$1,063,459	\$42,188	\$1,105,646
Schedule #8	Professional and Contracted Services (6200)	6200	\$120,000	\$27,000	\$147,000
Schedule #9	Supplies and Materials (6300)	6300	\$138,884	\$0	\$138,884
Schedule #10	Other Operating Costs (6400)	6400	\$86,962	\$0	\$86,962
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,409,305	\$69,188	\$1,478,492
.33% <u>indirect costs</u> (see note):			N/A	\$4,982	\$4,982
Grand total of budgeted costs (add all entries in each column):			\$1,409,305	\$74,170	\$1,483,474
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,483,474
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$74,174

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:		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	45		\$135,000
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$60,000
5	Site coordinator (required)	9		\$405,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Data Specialist		1	\$33,750
20	Afterschool Counselors	63		\$234,900
21	Instructional Coach	9		\$21,600
22	Subtotal employee costs:			\$935,250
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		\$170,396
27	Subtotal substitute, extra-duty, benefits costs			\$170,396
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,105,646

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:		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Enrichment activities delivered by community partners – CompUDot, Writers In School, First Tee Golf, Theatre Under the Stars, etc. Children’s Museum, etc. (\$8000 per site)	\$72,000
2	Building Educated Leaders for Life: Curriculum training & technical assistance (\$5,000 per site)	\$45,000
3	Stellar Educational Consulting: Independent Evaluation Services (\$3000 per site)	\$27,000
4	Professional Development – provide program staff with youth development trainings such as First Aid/CPR, classroom management, child development stages, SEL best practices, etc.	\$3,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		147,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$147,000

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

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID:	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:	\$138,884
	Grand total:	\$138,884

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:		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.	\$13,500
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$13,500
Remaining 6400—Other operating costs that do not require specific approval:		\$73,462
Grand total:		\$86,962

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:		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				\$
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: _____ 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	Qualified candidate will possess Bachelor's degree in education or related field; at least 5-10 years of experience in education, afterschool or youth development; previous 21 st CCLC experience preferred. Must have previous experience with grant management, program implementation, fiscal management and staff supervision. Strong organizational and management skills required.
2.	Site Coordinator(s)	Qualified candidate(s) will possess Bachelor's degree in education or related field preferred; at least 2-3 years' working in afterschool setting; and least 1 year supervision experience preferred; experience working with key stakeholders: parents, administrators, students, community partners
3.	Family Engagement Specialist	Qualified candidate(s) will possess at least 2-3 years' experience working with families in underrepresented communities; strong communication and interpersonal skills; facilitation and training experience; ability to work flexible hours to accommodate family schedules; Bachelor's degree in education, social services or related field; Bilingual (English/Spanish) preferred
4.	Data Specialist	Qualified candidate(s) will possess 2-3 years' experience in data collection, data entry, database maintenance and data analysis; experience in staff training preferred. Must possess strong communication & analytical skills and working within multi-level team setting

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.	Improved academic performance & promotion rates	1. Identify & recruit student for academic intervention	08/15/2018	10/31/2018
		2. Provide daily homework/tutoring support	09/06/2018	05/31/2019
		3. Pre/post test students for academic intervention	09/06/2018	05/31/2019
		4. Create peer groups based on skill level	09/20/2018	10/01/2018
		5. Provide academic intervention	09/06/2018	06/31/2019
2.	Improved student school day attendance rates	1. Communicate 45 days participation as shared goals	08/15/2018	10/31/2018
		2. Train staff on student engagement best practices	08/15/2018	09/31/2018
		3. Offer enrichment activities based on interest & need	09/06/2018	06/31/2019
		4. Integrate SEL strategies into activity lesson plans	09/06/2018	06/31/2019
		5. Monitor student program attendance report monthly	09/06/2018	06/31/2019
3.	Reduced student discipline referral	1. Provide classroom management training to staff	08/15/2018	9/31/2018
		2. Allow student choice in enrichment activities	09/06/2018	06/31/2019
		3. Work w/ school day to address behavior concerns	09/06/2018	06/31/2019
		4. Develop behavior plan w/parent assistance for students	09/06/2018	06/31/2019
		5. Monitor student progress	09/06/2018	06/31/2019
4.	Increased family involvement in their students' education	1. Conduct parent interest survey	09/06/2018	09/15/2018
		2. Create parent center and update frequently	09/06/2018	06/31/2019
		3. Set shared goal of parent participation 1x per semester	08/15/2018	10/31/2018
		4. Provide monthly parent activities	09/06/2018	06/31/2019
		5. Evaluate parent satisfaction	05/15/2019	05/31/2019
5.	High quality programming	1. Train staff on YPQ Basics	10/15/2018	10/31/2018
		2. Conduct site YPQ self-assessment	11/01/2018	11/31/2018
		3. Attend YPQ Planning with Data workshop	01/15/2019	01/31/2019
		4. Create and implement improvement plan	02/01/2019	02/15/2019
		5. Offer Youth Methods trainings based on needs	02/01/2019	06/31/2019

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:

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.**

The YMCA initiated the needs assessment process by researching the current landscape of afterschool programming in the Greater Houston area to identify gaps in services. According to the recent Houston Endowment 2016 report, *The Emergence of a Houston Out of School Time Collaborative*, there is approximately \$34 million invested in out of school time activities annually in the Greater Houston area serving approximately 50,000 school-aged children, which accounts for less than 5% of the school aged population in Houston. With over 1 million school-aged children in Greater Houston (Census 2016), 60-70% of whom have working parents (2017 Houston Facts, Greater Houston Partnership), access to quality out of school activities remains a high need across the region, specifically in low income neighborhoods. Currently 65.7% of Houston's school age population is considered economically disadvantaged and 52% of Harris County youth are identified as at-risk of dropping out of school (Children at Risk report, 2016) with 63% of juvenile violence occurring in the afterschool hours (National Incident-Based Reporting System). In greater Houston, 1 in 4 third grader fail to meet satisfactory level on state reading test and economically disadvantaged youth score 19% lower in reading than non-economically disadvantaged peers with African-American and Hispanic third graders were twice as likely to perform unsatisfactory on state reading test (Barbara Bush Foundation Facts & Figures, 2017). Research indicates that reading below expected third grade levels is highly correlated to future academic challenges, as well as dropout, incarceration and poverty rates (ChildTrends, 2016). The YMCA also did an internal needs assessment of its own afterschool programming landscape. Currently, the YMCA offers 200 afterschool programs across 23 districts, with 35% of programs subsidized to support low income working families through United Way or private funding.

Site Selection: Based on our findings, the YMCA decided to pursue the 21st CCLC program, targeting students in low income, underserved areas of Houston that have been identified as "childcare deserts" by Children at Risk (2017). Selected sites must meet at least two of our priority needs: (1) located in YMCA priority investment communities; (2) serve at least 70% economically disadvantaged students; (3) below state average in STAAR math and/or reading in all grade levels; (4) Classified as TEA Priority or Focus Schools; or (5) At least 50.3% of students classified as "at risk". The YMCA then invited its Center Board of Directors as well as districts/schools currently in partnership with the YMCA to provide recommendations on targeted communities and schools that could greatly benefit from the 21st CCLC program. The nine selected campuses represent diverse populations with similar needs across Greater Houston, with large economically disadvantaged and at-risk populations. All campuses qualify for school wide intervention services under Title I, Section 1114. According to the combined 2016 Texas Academic Performance Reports (TAPR), 79% of students are economically disadvantaged (state avg 59%), 72.5% are at-risk (state avg 50.3%) and predominantly minorities (66% Hispanic, 25.1% African-American). The median household income for selected campuses' neighborhoods is \$44,011 as compared to the state median of \$56,565 (US Census, 2010). Four of the selected sites have existing fee-based afterschool programs but have low enrollment due to parents inability to pay weekly fee of \$30-\$50 per child. Combined, 64.5% of students meet STAAR satisfactory level or above in all subject (state average 75%). The selected sites include (1) Priority school (BlueRidge) and (3) Focus schools (McWhirter, League City, EA Jones).

Prioritizing Needs & Strategies: In addition to reviewing selected sites campus TAPR report and campus improvement plans, YMCA leadership also met individually with each district/campus to learn more about the campus' existing services and resources and identified assets and gaps in meeting the needs of students and their families. The common trends that emerged included the need for increased parent involvement in students' academic life, additional behavioral supports, increased student engagement in academic opportunities and increased student college and career readiness. Additional intervention for African Americans and low English proficiency (LEP) students were needed in math, reading and writing, specifically in 3rd and 5th grade. Based on objective performance data, principal feedback, existing services and needs, YMCA created the proposed program that is intentionally designed for positive academic and behavioral gains through the use of evidenced-based curriculum focused on literacy and math delivered by certified teachers. In addition, community partners were selected based on their content expertise and activity offerings that reinforce academic and social learning and expose students to new careers and enrichment opportunities. Family engagement activities will be offered to equip parents with the knowledge and tools need to support their child's academic growth. The proposed program is created to be an extension of the school day and incorporate existing resources to create continuity in meeting students & their families' needs.

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

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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.*

For the successful implementation of the proposed program, the YMCA of Greater Houston will be partnering with four (4) local education agencies (Aldine ISD, Clear Creek ISD, Fort Bend ISD, and Sheldon ISD) as well as trusted local and national nonprofit partners. Through a collaborative approach, all partners will work together to provide a comprehensive afterschool experience with structured intentional project-based activities that support academic and social emotional learning delivered by content experts and educators to meet the specific needs of students and their families.

As the lead partner, the YMCA of Greater Houston will act as the fiscal agent and provide overall oversight and management of the grant, and ensure all activities related to the grant are in compliance to all program-specific, state and federal guidelines. This includes, but is not limited to, staff hiring and supervision, fiscal management, program coordination and implementation, staff professional development, and data reporting and evaluation. The Community Advisory Board and all sustainability efforts will be led by YMCA out of school time leadership.

The national nonprofit organization, Building Educated Leaders for Life (BELL), will expand its existing partnership with the YMCA to provide the BELL Afterschool curriculum, which includes TEKs-aligned evidence-based math and literacy curriculum, related supplies and staff professional development needed to implement the academic component of the proposed program model along with pre/post student online assessments and real-time technical assistance. A BELL representative will also conduct site visits to monitor fidelity of implementation.

The partnering school districts, Aldine ISD, Clear Creek ISD, Fort Bend ISD, Sheldon ISD, will provide facility space for programming; office space for Site Coordinator and take the lead on identifying and recruiting targeted students and their families to participate in the program at each school site. The YMCA will work closely with the each district's Federal & State Program Director and designated school administrator liaison to ensure all program activities are aligned to existing school day activities. The districts will also provide all required school day data needed for reporting and evaluation purposes. Each school will also work with YMCA to integrate existing funding and/or services to enhance the 21st CCLC program. Clear Creek ISD will provide bus transportation for the McWhirter & League City students. Sheldon ISD's Food & Nutrition department will provide hot meals for students at one site while Fort Bend ISD will serve dinner to students through Department of Agriculture Child and Adult Care Food Program (CACFP) at one site. All sites will integrate Title I tutoring services into the 21st CCLC program. Certified teachers at each site will be given the opportunity to work in the afterschool programs to assist in the delivery of the BELL curriculum.

The following community partners will be using their content expertise to provide engaging enrichment activities within the program. All these partners have long standing relationship with the YMCA and currently provide services in our existing afterschool programs. Theater Under the Stars will provide arts enrichment opportunities that allows students to experience musical theatre and explore self-expression and creativity, building their confidence, listening skills, and ability to work as a team. CompUDopt will deliver hands-on, project-based, enrichment activities focused on science, technology, engineering, and math. Character education activities through golf principles will be offered through First Tee Golf. First Tee Golf will provide curriculum and golf kit while the curriculum will be delivered by YMCA staff. Writers in the Schools (WITS) will provide creative writing programming were students will craft poems, stories, and reflections while receiving personal feedback from a professional WITS writer who will guide them through the writing process. The Children's Museum of Houston will provide their TEKs aligned STEAM (Science, Technology, Engineering, Arts and Math) focused enrichment curriculum and materials, delivered by YMCA staff. The Houston Food Bank will provide nutritious hot meals and snacks, along with a 6 week nutritional education program.

While the YMCA is the designated lead agency, this is intended to be a collaborative process and all partners will have an active role in the decision making for the planning and delivery of the program to ensure that the needs of the campus, students and their families are successfully met through scheduled monthly meetings as well as daily communication. The partners listed in this application will actively engage with the YMCA in collaborative fundraising activities to support the sustainability of the program.

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

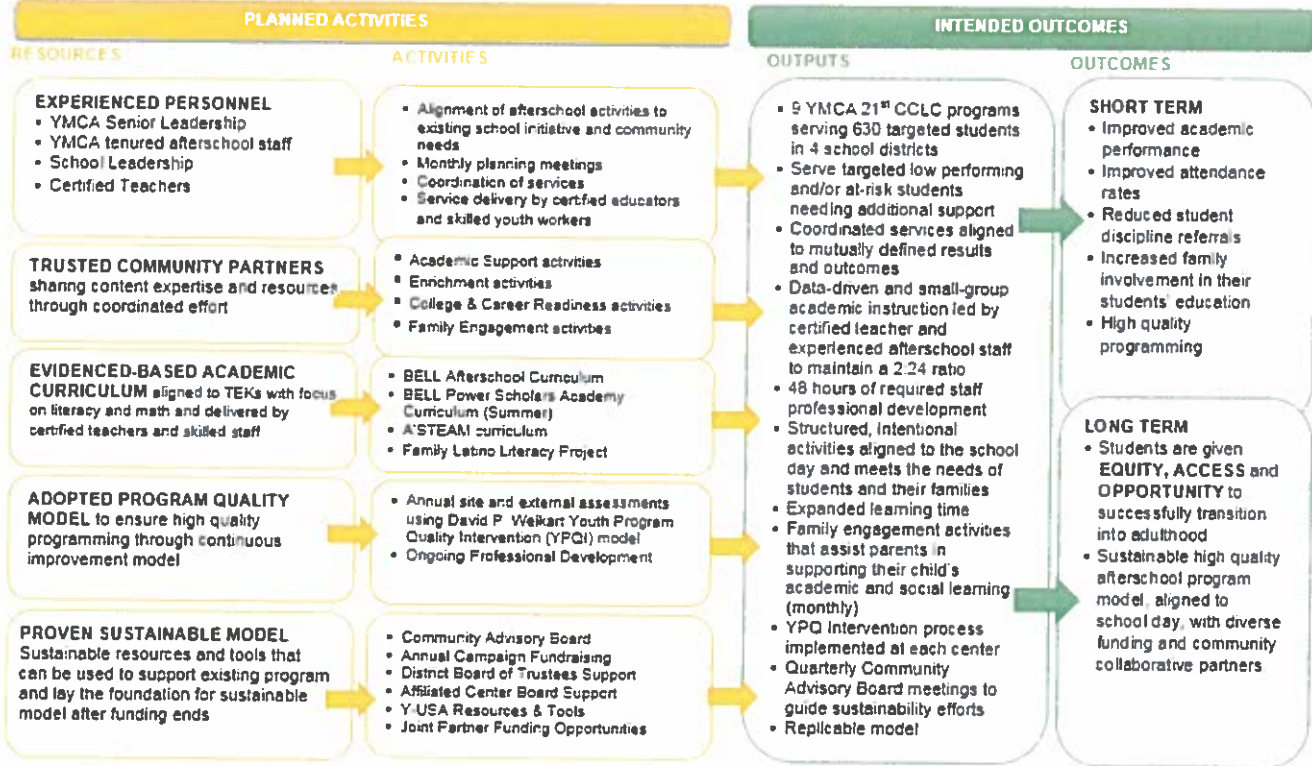
County-district number or vendor ID:

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.**

A logic model framework was used to ensure resources and planned activities were aligned and led to desired outcomes of improved student academic achievement and overall student success. As evidenced in logic model below, the YMCA intends to use experienced highly trained personnel and trusted community partners to implement evidenced-based academic curriculum and hands-on enrichment activities to create high quality sustainable 21st CCLC programs that lead to positive short and long-term outcomes for students and their families.

YMCA 21st CCLC CYCLE 10 LOGIC MODEL



The Building Educated Leaders for Life's (BELL) proven, evidenced-based curriculum is specifically intended for at-risk, economically students. It is deliberately designed to blend academic instruction with enrichment activities, social emotional learning strategies, and community engagement with the expectations that students will gain the skills and confidence needed to be successful during the school day. According to independent evaluations, The BELL afterschool and summer program model has proven to build the average students' reading and math skills by at least one month during the summer and achieve scaled-scored gains for at least 65% of targeted students in the afterschool program. Eighty-five percent (85%) of targeted students have also strengthened their self-confidence and social skills due to their participation and maintain at least 80% in program average daily attendance in the BELL program model. Seventy five (75%) of parents of targeted students also increased their level of engagement in their child's education.

Participation in enrichment activities is highly correlated with school success, including consistent attendance, academic achievement and aspirations to continue education beyond high school (US Department of Education, 1995). Research shows that increasing young people's involvement in enrichment activities can have a more effective long-term strategy for building academic success than just tutoring ((Little, Wimer, & Weiss, 2008)). Substantial evidence also shows that parental involvement is key to positive academic outcomes for youth (McNeal, 2014). The benefits of parental involvement accrue to all ethnic and socioeconomic groups, and include higher grades and test scores, better school attendance, more time spent on homework, reduced drop-out rates, and increased rates of college attendance, and improved behavior and social skills.

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

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

The YMCA will use best practices it has garnered over its 25 year' history of providing afterschool services in diverse communities as well as research and evidence-based strategies proven to enhance students' performance and foster positive youth outcomes. Common best practices of high quality afterschool programming are: strong leadership and established goals; alignment of program activities to meet goals; intentional activities to allow students time to skill mastery; strong relationships with the school day; use of evidenced-based curriculum that links back to state standards; and qualitative and quantitative evaluative measures to monitor success (Wallace Foundation, 2010). The YMCA program model is guided by BELL's principles of effective OST learning, especially when working with under-resourced populations: (1) create a culture of high expectations; (2) seek out partnerships to magnify impact; (3) create an exceptional learning environment, such as a low staff-to-staff ratio; (4) teaching excellence; and (5) engaging experiences to develop 21st Century skills.

Afterschool programs have proven to improve student success when they are delivered by highly qualified staff and offer high quality programming (Wallace Foundation, 2010). Two key aspects of the YMCA's program design is to provide activities delivered by well trained program staff and educators. Program staff will receive at least 48 hours of professional development to ensure they have the necessary skills, knowledge and tools needed to work with students in an afterschool setting as well as related curriculum-specific trainings. To assess program quality, YMCA will incorporate the David P. Weikart Youth Program Quality Intervention (YPQI) model. The YPQI model is designed to ensure that the program creates a safe environment for students to learn and thrive with a help of a supported adult (Wiekart, 2015). The model includes conducting quality assessments using the Youth Program Quality Assessment (YPQA) tool and using data to implement a continuous improvement plan. The YPQA is a research-validated and field-tested tool designed to evaluate the quality of youth programs and identify staff training needs. The YMCA was an early adopter of the YPQI model in Greater Houston and have implemented the intervention for three years across all 200+ afterschool programs annually.

The YMCA intends to align all activities with the school day, use TEKs aligned curriculum focused on math and literacy and incorporate social emotional learning strategies to ensure that targeted students successfully improve their academic and behavioral performance. According to the US Department of Education's National Afterschool Partnerships for Quality Afterschool Learning, increasing students' academic skills, specifically in math, literacy and homework in an afterschool setting are more likely to be successful if there is a seamless approach to connecting the school day with afterschool and the integration of certified teachers (*Common Practices in High Functioning Afterschool Programs, 2008*). All activities will maintain a low staff to student ratio to allow for staff to have more meaningful interactions with students and better manage overall classroom behavior. According to the Center for Public Education, minority and low income student show greater gains when placed in smaller group size.

YMCA has chosen to implement the Building Educated Leaders in Life (BELL) curriculum. BELL's summer program has been validated by an independent Randomized Control Trial study, conducted by the Urban Institute. The study found statistically significant evidence that BELL-powered programs increase students' reading achievement and parental engagement. Without structured summer learning, youth from low-income families can lose up to three months of skills, gain weight, and exhibit risky social behavior. Nine out of ten teachers spend at least three weeks re-teaching lessons at the start of the fall semester (National Summer Learning Association, 2016).

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

County-district number or vendor ID:	Amendment # (for amendments only):
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Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The YMCA's school year proposed program is designed to be an immersive experience, expanding the learning time during the school year to help students hone their academic skills and gain the confidence to succeed in the school day classroom. Programming will be offered for 3 hours, 5 days a week for a minimum of 32 weeks during the school year. A day at YMCA 21st CCLC program will begin with a healthy snack during homework help or Title I tutoring, followed by rigorous, small group instruction led by certified teachers and highly trained afterschool counselors. Certified teachers will use research-based curricula aligned to rigorous standards, and use real-time data to adapt instruction according to students' unique learning needs. At the start and end of the semester, students will complete computer-adaptive STAR Reading and Math Assessments, which measure their academic progress against state standards. Students will then end their day by participating in hands-on enrichment activities such as career exploration, STEAM, poetry club, theatre arts, etc. YMCA certified sports staff will provide soccer, basketball, baseball based on student interests. The program will maintain a minimum of 1:15 staff:student ratio and all times. During academic instruction, a 2:24 ratio will be maintained with the addition of certified teachers leading the class. Students will be grouped among their learning peer group based on their assessment results instead of grade level to allow for appropriate pacing. The program will target K-5th graders, struggling academically and behaviorally to participate in program. Pre-K students that are siblings of older participating students will be served on a limited basis for parent convenience. YMCA proposes to serve at least 70 regular students and 35 adults related to participating students.

The summer program will incorporate BELL's Power Scholars Academy program that continues the evidence-based model of blending rigorous, small-group academic instruction and adding an element of camp-like enrichment and community engagement activities. The program will operate for 6 hours, 5 days per week, for 6 weeks, with strong emphasis on academic instruction in math and literacy offered for 4 hours to aggressively combat summer learning loss. As with the school year program, students will start and end the summer, completing computer-adaptive STAR Reading and Math Assessments, which measures their academic progress against state standards. Students will receive 4 hours of math and literacy instruction each day with the last 2 hours dedicated to enrichment activities Monday-Thursday. Fridays will be dedicated to students participating in educational field trips that reinforces real world application to concepts being taught.

Year-round family engagement activities will be provided based on identified parents' needs. Parent surveys will be distributed at the start of the program to garner feedback from parents on what type of activities they would like to participate in. Parent activities will be offered at least once a month and every effort will be made to provide activities that are culturally relevant and inviting to families of diverse backgrounds. The Family Engagement Specialist will work closely with identified district/school parent liaison to maximize resources. Based on campus improvement plans, many of the campuses have identified the need for activities to support parents of LEP students. To offer additional support, sites will incorporate the Latino Family Literacy project, a research-based parent curriculum that is designed to help families establish family reading routines for Spanish/bilingual speaking parents and their children. It involves family reading for Hispanic parent involvement, vocabulary development, and English language development for parents and their children.

All planned activities are in alignment with the regular school day and are intended to support each campus' improvement plan. Students will be identified and recruited through a targeted approach. The site coordinator will work with campus liaison, lead teachers, and counselors to identify students who could benefit from the program based on the academic and behavioral needs as well individual extenuating family circumstances. Priority will be placed on recruiting students who failed STAAR reading and/or math previous year, demonstrate at-risk behaviors or have a history of attendance issues. Student-centered enrichment activities, family engagement activities and educational field trips will be provided to reflect students and their families' needs and interests while still aligning to academic outcomes to help encourage student retention and maintain high average daily attendance (ADA) rates. Character education classes will be offered to allow students opportunity to develop and model healthy behavior habits. Community speaker presentations and regular field trips during the summer to cultural and higher-education institutions will be offered to promote college and career readiness. Ongoing student performance progress will be measured using pre/post assessments, school day grades, attendance rates, teacher feedback, and staff observation to ensure needs are being addressed and best quality programming is being offered to achieve intended outcomes.

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

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

Information will be disseminated through a targeted marketing plan developed by the YMCA's marketing department. Targets for the plan will include parents of potential participants, administration at each site and in each ISD, donors and the community at large. Upon notice of award, YMCA will announce grant award through an official press release to be shared with local news outlets in each site's community. YMCA will also implement grassroots plan to notify parents, students and the community about the program at their site. Site coordinators will promote the program to families via Back to School orientations, Open House, campus newsletters and "send-home" flyers. Campuses will be requested to announce program on the campus marquee and post program information on their school and district websites. Information will be provided in English, Spanish and other languages as needed. Each site will have dedicated space to display a bulletin board that shares program updates and highlights. Annual presentations will also be made at district board meetings.

All related information regarding the program will be posted on the YMCA's website, www.ymcahouston.org and via social media. YMCA will also invite its Board members, potential donors, and community leaders to visit programs to identify possible opportunities to support.

Tactics for this annual plan will include key messages to build awareness, enrollment and support through:

1. A paid advertising campaign of print and radio ads as well as social media
2. Printed Collateral includes brochures, fliers, posters and banners as well as use of the web site, email newsletters, Facebook and Twitter
3. We will also utilize Y Centers across the Houston Association to market and target new prospective students.
4. Partnering school districts will distribute informational flyers to students and faculty/teachers help to identify youth who would benefit from programs.
5. Each YMCA produces an online Program Guide that includes child care information

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

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

The proposed sites serve diverse urban, suburban and rural communities with different transportation needs. Two campuses (League City ES and McWhirter ES) will use Title I matching funds to provide bus transportation during the school year. The remaining seven campuses will not require bus transportation since they are considered "neighborhood" schools. Students will walk home or be picked up by an authorized adult. The program end time gives working parents flexibility in picking up student with minimal disruption in their work schedule.

At each site, established protocols will be implemented that meets the Texas ACE PRIME Blueprint safety guidelines as well as follow district policies on transitioning students from school day to the afterschool program to home. Students will be allowed to walk home, be picked up by an authorized adult or ride bus based on parental consent. Program staff and authorized adults will be required to sign in/out students at school dismissal time as well as during dismissal from the program. Parents/guardians and staff will receive program handbooks outlining safety protocols for pick up and drop off. During program visits, Project Director will conduct random checks to ensure dismissal and safety protocol is being followed.

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

YMCA of Greater Houston has no plans to intentionally use volunteers to deliver the proposed program.

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

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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.**

Some of the most successful long standing YMCA programs have come from collaborations with organizations that share similar missions and goals with our agency. Collaboration also allows for diversity, technical and financial resources and access to new participants who have not been impacted by the YMCA. Along with the support of the partners listed in this application, YMCA intends to actively engage its resources to develop a viable plan to support the sustainability of the programs beyond grant funding. The organization will use its existing resources and tools to first create a high quality afterschool program model then identify and pursue diverse funding and community collaborative partners to create an affordable program for students and their families.

In the past, the YMCA have successfully created a sustainable model of combining corporate, family and community foundations and individual donors to offset program costs so that parents are able to access afterschool program at a nominal fee. The YMCA of Greater Houston plans to commit future United Way funding as well as our own Annual Support Campaign to assist in the sustainability of the 21st CCLC programs. The YMCA currently raises over \$7 million in the Annual Support Campaign to keep YMCA programs accessible to all. The four affiliated YMCA centers that are in proximity of the selected sites (Fort Bend Family YMCA, Aldine-Greenspoint YMCA, Edgar A Smith Family YMCA, and Wendel D. Ley Family YMCA) will prioritize the sustainability of the 21st CCLC programs during their annual fundraising campaign.

The YMCA has partnered with school districts that received previous 21st CCLC funding and acted as the sustainable solution in continuing the afterschool program after funding end. Currently, the YMCA provides afterschool programs for several sites that were previously 21st CCLC programs. Through this proven model, 21st CCLC programs partnered with the YMCA to provide programming while still receiving 21st CCLC funding in the last years of funding. In the final year of funding, the YMCA then began to use its resources to identify funding to continue programming for the next year. In the year after funding, the YMCA takes over sole oversight in delivering afterschool program. This model allows for the school, YMCA, parents and students to have continuity in programming and staffing as the overall management of the program transitions.

Another strategy the YMCA uses for long term sustainability is to pursue joint grant opportunities with its trusted community partners. This is evident through YMCA's partnership with Children's Museum of Greater Houston. This partnership began 6 years ago and has grown to serve more than 3,000 youth in 123 school locations. The YMCA and the Children's Museum of Greater Houston partner each year to raise \$450,000 to continue this program. These funds come from corporations, family and community foundations and individual donors. The YMCA also works with individual donors to provide support for individual school sites. One example of this is at Gregory Lincoln Education Center where the YMCA has a long term donor who has provided more than 10 years of funding for 100 plus youth at this school site. Our work with BELL also involves collaborative fundraising efforts for the summer Power Scholars Academy locations. For the past three years, the YMCA has worked to raise funds for three summer locations successfully raising more than \$300,000 per year for these locations to serve approximately 300 youth.

All sustainability efforts will be led by the YMCA's 21st CCLC Community Advisory Board (CAB) in conjunction with the YMCA Association Advancement Department. Facilitated by the ED of Afterschool, the community advisory board will include key stakeholders, including the Project Director, Family Engagement Specialist, and a cross representation of site coordinators, district liaisons, parents, project partners and YMCA Center Board members. CAB will meet quarterly to discuss program implementation, challenges and successes and trends across the program. The taskforce will also be responsible for using the YMCA's proven sustainability model and develop a strategic grantee-level sustainability plan that aligns to the school priorities and YMCA's strategic initiatives and maximizes each partners' resources.

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

During the needs assessment process, the YMCA of Greater Houston worked with the partnering districts and campuses to identify available resources and existing gaps in services. As a part of the process, meaningful discussions were held to ensure that the planned program supplements existing federal, state, and local programs and services and not supplant. Below are the available resources per site and how it will be used to address identified needs.

The following resources were identified:

- Tutoring for low performing students through Title I funding at all campuses
- Parent Educator to support and coordinate family engagement activities through Title I funding at all campuses
- Computer lab, boys mentoring program and karate classes at Monahan Elementary
- Bus transportation through State Compensatory Education Funds at McWhirter Elementary and League City Elementary
- Latino Family Literacy Project being implemented at Blue Ridge ES, EA Jones, and Ridgemont elementaries
- District-managed fee-based before/after extended day program at Monahan Elementary (Sheldon ISD) and Blue Ridge Elementary, EA Jones Elementary, and Ridgemont Elementary (Fort Bend ISD)
- Nutritious healthy snacks and hot meals offered by Sheldon ISD Food and Nutrition Department at Monahan Elementary
- Nutritious healthy snacks and hot meals offered by Child and Adult Care Food Program and Summer Food Service Program, delivered by nonprofit organization Be A Champion to all students at Ridgemont Elementary
- Intentional campus-wide literacy plan at Ridgemont Elementary & feeder site, Ridgemont Early Childhood Center to provide early literacy intervention for K-1 students
- Free YMCA Outreach Soccer League offered to students at McWhirter Elementary

YMCA will collaborate with each campus to make sure these existing programs and services are integrated with the proposed activities with limited duplication of services so that all resources are maximized efficiently. Each campus' existing tutoring and academic interventions will be delivered within the 21st CCLC program. Existing enrichment activities currently being coordinated by the campus will be expanded through the 21st CCLC program to increase participation. Campuses with little to no existing enrichment opportunities will have access to all enrichment activities outlined in program design to meet identified needs. The implementation of the BELL curriculum will allow students to extend their learning time, specifically in math and literacy, to give additional academic support needed. Also, data collected regarding student progress will be shared with school day teachers to assist in their support of students during the school day. The use of certified teachers working at the campus and within the school will give students a sense of familiarity and continuity in the 21st CCLC program.

Annually, a campus needs assessment and logic model will be conducted by site coordinator to ensure that student needs and identified resources are consistently being updated to reflect current climate. Next year, the campuses in Aldine ISD (Carmicheal, Harris, and Ermel) are being rezoned which means students will be transferring to different schools. Also, Fort Bend ISD in the process of reassigning the Ridgemont Early Childhood Center as a PreK-1st campus that will be housed on the Ridgemont Elementary campus which will now only serve 2nd -5th graders. These changes could have impact on the student needs and available resources. A revised needs assessment will be conducted prior to the start of the program to reassess needs, gaps and resources. The use of an annual needs assessment and logic model plan allows for sites to prioritize need and map resources. This is also a great foundation to use to build the case for long-term sustainability by being able to inventory resources and partners and develop realistic plan on how resources and partners could be used to keep program viable beyond grant funding.

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Schedule #17—Responses to TEA Program Requirements

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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):	
	Carmichael Elementary 6902 Silver Star Dr. Houston, TX 77086		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101902122				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	70	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):	
	Ermel Elementary 7103 Woodsman Trail Houston, TX 77040		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101902121				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	70	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Harris Academy 3130 Holder Forest Dr. Houston, TX 77088		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101912166				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	70	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						

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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):	
	Margaret S McWhirter Elementary 300 Pennsylvania Ave. Webster, TX 77598		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	084910107				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	70	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 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
League City Elementary 709 E Wilkins St. League City, TX 77573		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number:		084910103				
Cost per student		\$1,000				
"Regular" student target (to be served 45 days or more annually):		70	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 6		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Blue Ridge Elementary 6241 McHard Rd. Houston, TX 77053		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	079907108				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	70	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					

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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):	
	E A Jones Elementary 302 Martin Lane Missouri City, TX 77489		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	079907101				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	70	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 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Ridgemont Elementary 4910 Raven Ridge Dr. Houston, TX 77053		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	079907109				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	70	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Ridgemont Early Childhood Center				
	9-digit campus ID number	*Unassigned				
Estimated transportation time	0.0					
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):	
	LE Monahan 8901 Deep Valley Dr. Houston, TX 77044		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101924104				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	70	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						

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

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

The YMCA will develop a systemic approach to overall grant management, including program and fiscal management. Under the leadership of the YMCA's Executive Director of Afterschool has over 10 years' experience supervising afterschool programming and 8 years of experience overseeing all aspects of the 21st CCLC grant in a previous role, the YMCA is confident that its existing policies and procedures and internal structure can be adapted to incorporate the grant requirements and ensure that all program objectives and student service targets are met. The YMCA will use the most recent Texas ACE PRIME Blueprint as a reference guide to ensure all policies and procedures align throughout the lifetime of the grant. All relevant program, data, fiscal and quality control requirements will be shared with all stakeholders including the district liaison, campus administration, site staff, community partners, participating students and their parents.

PROGRAM MANAGEMENT: Once awarded, the Executive Director of Afterschool (ED) and Project Director (PD) will develop an action plan and timeline that outlines the core tasks of the program implementation and set deadlines for task completion, based on program logic model. The Project Director will provide direct oversight to the overall implementation of grant and supervise the 9 site coordinators (SCs) and Family Engagement Specialist (FES). To ensure high quality instruction from well trained staff, all program staff, including site coordinators, certified teachers, will be required to attend at least 48 hours of professional development annually. All trainings will be coordinated through the YMCA's Center for Leadership Development (CLD) and includes, but is not limited to: first aid/CPR, grant overview and requirements, school-age child development, licensing standards pre-service, leading and coaching others, diversity & inclusion, engaging with students with special needs, youth voice, reframing conflict as well as BELL curriculum trainings. The PD will work with the CLD to create an onboarding staff orientation for site coordinators and FES that will provide specific training related to 21st CCLC, such as grant requirements, project management, creating activity schedules, using TX21st database, creating project plans, lesson planning, staff development and program operations, and fiscal management. Each site coordinator will receive a staff manual that includes all written compliance processes and procedures. Weekly staff meeting with SCs & FES will be held to provide status updates regarding each site and used as an opportunity to share best practices, resources, and knowledge. The Data Specialist will be responsible for monitoring TX21st database to ensure timely and accurate data entry and conduct frequent check to identify and fix discrepancies. The PD will closely monitor TX21st activity set up & schedule and student attendance aligns with actual daily programming.

CENTER OPERATIONS: The site coordinator will office at the assigned site and coordinate program schedule and activities with the input of the campus administration to ensure alignment with the required four activity components. Site coordinator will be also be responsible for the following: program daily operations, curriculum implementation, activity schedule, community partner coordination, student and staff recruitment, data entry and site budget management. The FES will coordinate all family engagement activities across each site with the assistance of the site coordinator. Whenever possible, FES will also work with campus parent liaison to support existing campus parent activities. SCs will also facilitate program quality self-assessment annually, with the involvement of parents, staff, and campus faculty, to develop a continuous improvement plan. Certified external assessors will also provide external quality assessments. Program Director will conduct frequent site visits to ensure fidelity of implementation, monitor compliance, and maintain relationship with all partners. SCs will be required to keep lines of communication open with campus staff and community partners at all times. SC will coordinate monthly check-in meetings with campus liaison, community partners, and program staff to discuss successes and challenges and make programming adjustments as needed. Meetings will also be used as an opportunity to discuss individual students' progress in improving academic and behavioral performance, overall student engagement and retention as well as continuous alignment to school existing activities.

FISCAL MANAGEMENT: The overall budget will be overseen by the YMCA's Chief Financial Officer and Controller with support from the ED of Afterschool to ensure all fiscal guidelines are followed and funds are expended as intended. The PD will be responsible for overall grant budget management while SCs will manage their site budgets. All staff will be trained on fiscal planning including forecasting, fiscal responsibility and allowable/unallowable expenditures. All site expenditures must be approved by PD. The YMCA's Regional Business Service Director will work directly with PD and SCs to ensure timely processing and payment of expenditures. Prior to requesting TEA reimbursement, all expenditures, including backup documentation will be reviewed and approved by ED of Afterschool and CFO to ensure adherence to grant fiscal guidelines.

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

County-district number or vendor ID:	Amendment # (for amendments only):
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TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The YMCA of Greater Houston will contract with Stellar Education Consulting to conduct an independent evaluation to measure the effectiveness of the proposed program in successfully meeting program outcomes of improving students' academic and behavioral performances and increasing family engagement. The evaluation will focus on the overall program quality and the impact of the BELL afterschool and summer curriculum on students' academic skill development. The independent evaluator will use mixed data collection methods to conduct analysis and provide recommendations. Evaluation results will be used to improve program practices, inform future decisions and assist in planning for sustainability. The YMCA will ensure that the independent evaluator adheres to TEA evaluation guidelines as outlined in the Texas ACE Blueprint.

The evaluator will be responsible for gathering relevant information needed for reporting on the required performance measures, assess overall program impact on student outcomes and provide formative evaluation to identify promising best practices and challenges in program implementation. To collect quantitative student school day performance data, the Evaluator will work with partnering districts' accountability department to obtain grades, attendance, promotion rates, criminal/non-criminal behavioral referrals, and STAAR results of 21st CCLC students each semester in accordance with FERPA guidelines. Collected school performance data will be used to do a comparative study of regular vs non-regular students. Regular students, per grant guidelines, are defined as students attending at least 45 days or more of programming. The evaluation will use a longitudinal cohort design to monitor changes in outcomes for regular participants over time in comparison to non-regular participants.

The Evaluator will also oversee the distribution of stakeholder surveys and train program staff in the proper administration of surveys. Stakeholder surveys will be distributed to students, teachers, community partners and parents during the last month of programming to assess students' improved skill development and self-confidence, program quality, stakeholder satisfaction, and parental engagement. Supplemental qualitative data will be collected through stakeholder focus groups and interviews. The evaluator will also use the site self-assessments of program quality using David P. Weikart Youth Program Quality (YPQ) assessment to identify trends and themes across sites and determine area of programming in need of improvement and gaps in staff development.

To measure the impact of the BELL curriculum on students' academic skill acquisition and development, students' pre/post online STAR Enterprise assessments will be used to quantify academic gains over the course of the program. In addition to measuring overall impact on students' school day performance, the YMCA will also evaluate its success in meeting the following BELL program goals:

- Achieve scaled-score gains for at least 65% of the students in school year program
- Increase the average students' literacy and math skills by at least one month in summer program
- Strengthen 75% of students' self-confidence and social emotional skills
- Increase engagement for 75% of parents
- Maintain an 80% average daily attendance

The Program Director, ED of Afterschool, Data Specialist, BELL liaison and Evaluator will meet at the start of the grant to discuss overall evaluation plan and develop a data collection plan that outlines who is responsible for collecting specific data, including required TEA student data upload each semester. The evaluator will not be included in any grant planning or implementation and is solely responsible for data collection and analysis necessary to complete evaluation requirements per the grant. The final report will be shared with YMCA at the start of each programmatic year to review finds and make program adjustments as needed for the upcoming year. Each site will receive individual evaluation reports that summarize overall findings specific to their site and will use the reports as a tool for continuous improvement. The YMCA will make the grantee-level final evaluation report available online to the general public.

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Schedule #18—Equitable Access and Participation

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

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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

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

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

Barrier: Gang-Related Activities

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

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

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

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			

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