

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY
Grant Period:	August 1, 2018 – July 31, 2019	Write NOGA ID
Application deadline:	5:00 p.m. Central Time, May 1, 2018	<small>Place date stamp here.</small>
Submittal information:	<p>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:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY MAY - 1 PM 3:30 DOCUMENT CONTROL CENTER </div>
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

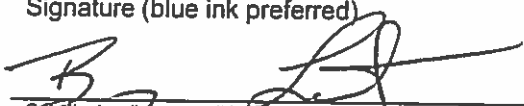
Part 1: Applicant Information

Organization name		County-District #		Amendment #	
Tarleton State University					
Vendor ID #	ESC Region #			DUNS #	
37137137131	11			073161697	
Mailing address			City	State	ZIP Code
Box T-0290			Stephenville	TX	76402-
Primary Contact					
First name	M.I.	Last name		Title	
Deborah	A	Banker		Dept. Head/Assoc. Prof.	
Telephone #		Email address		FAX #	
254-968-1666		banker@tarleton.edu		254-968-9947	
Secondary Contact					
First name	M.I.	Last name		Title	
Julie	M	Howell		Assist. Prof.	
Telephone #		Email address		FAX #	
254-968-9818		jhowell@tarleton.edu		254-968-9947	

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
Barry		Lambert	Assoc. VP for Research
Telephone #		Email address	FAX #
254-968-0597		blambert@tarleton.edu	254-968-9540
Signature (blue ink preferred)		Date signed	
		04/30/2018	

Only the legally responsible party may sign this application.

701-18-111-147

Schedule #1—General Information	
County-district number or vendor ID: 37137137131	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools). Enter the start and end dates of your fiscal year in Section 1. In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 09/01	End date (MM/DD): 08/31
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 37137137131 Amendment # (for amendments only): _____

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 37137137131	Amendment # (for amendments only):
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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: 37137137131 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: 37137137131	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 37137137131	Amendment # (for amendments only):
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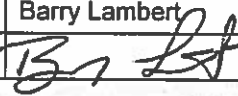


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	37137137121 Tarleton State University	Barry Lambert 	254-968-0597 blambert@tarleton.edu	Funding amount
Member Districts				
2.	County-District # TX-072901	Name Paul Ryan	Telephone Number 254-965-6496	Funding amount \$21,120.00
	County-District Name Three-Way ISD		Email address pryan@twisd.us	
3.	County-District # TX-161914	Name Robin McDurham	Telephone number 254-755-9473	Funding amount \$352,000.00
	County-District Name Waco ISD		Email address Robin.McDurham@wacoisd.org	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
	County-District Name		Email address	
				Grand total: \$373,120.00

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 37137137131	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
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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						
			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 37137137131 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: 37137137131

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.

Need for the Program: The identified school sites located within the area of influence of Tarleton State University's two locations, Waco (Waco ISD) and Stephenville (Three Way ISD), represent communities with high levels of poverty, single parent families, students at-risk, and issues dealing with English Language Learners. The targeted sites are all schools designated by the Texas Education Agency as "Improvement Required" for the 2016-2017 school year according to TAPR data. The racial makeup of the schools mirror the makeup of the immediate sites' communities. Students live in areas of low educational attainment and high dropout rates. **Poverty:** The median household income in 2016 dollars for the State of Texas was \$54,727. For the same time period, the city of Waco had a median household income of \$34,099; and, the unincorporated area of Three Way has a median household income of \$39,229. **Low Educational Attainment:** The high school graduation rate for the State of Texas is 89%. For Waco ISD the graduation rate is 77.5% (12.7% dropout rate), and Three Way only goes up to the 6th grade. The statistics show that the Waco rates are below the state graduation levels. All of the targeted schools are classified in the "Improvement Required" status.

Site Location	Grades	Students Enrolled	% Econ. Disadvan.	% ELL	2017 State Accountability Rating
Alta Vista Elementary	K-2	248	94.6	24.3	Improvement Required
Crestview Elementary	K-2	302	93.3	22.2	Improvement Required
Three Way Elementary	K-2	33	83.3	15.0	Improvement Required

Site Location	% Students at Risk	% Disciplinary Placements	% White	% African American	% Hispanic
Alta Vista Elementary	68.0	0.5	9.3	25.1	62.4
Crestview Elementary	77.0	2.4	9.2	27.3	61.5
Three Way Elementary	27.1	0.0	43.3	0.0	54.2

Description of Program: Tarleton State University proposes to create 3 elementary community learning centers that will provide academic enrichment opportunities for K-2 students at 3 high need, high poverty, and schools classified as "Improvement Required" in 2 of the areas of influence of the university's main and outreach campuses. The goal is to prepare these students and their parent(s) through engaging research-based activities to be delivered before school, after school, and during 6 weeks in the summer to assist the students to reach grade level so that they are then ready to meet the academic demands of 3rd grade. The program will be comprised of Physical Exercise appropriate for K-2 students, Literacy activities, Technology integration, and Science learning (PELTS).

Physical Exercise: Recent studies have shown that there is a positive correlation between physical activity and academic achievement both before school (Hall, Poston & Harris, 2015) and after school (Stuart-Cassel, 2015; National Academy of Sciences, 2013). Developmentally appropriate physical activities will be incorporated before and after school to help improve students' working memory and other "shift skills" (Hall, Poston & Harris, 2015). Pre-test and post-test results will be gathered using the BRIEF (Behavior Rating Inventory of Executive Function).

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 37137137131			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	\$	\$	\$635,640.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$43,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$35,000.00
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$12,000.00
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$42,993.17
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$768,633.17
Percentage% indirect costs (see note):			N/A	\$.05
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$768,633.17
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$0.00
Administrative Cost Calculation					
Enter the total grant amount requested:					\$768,633.17
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:					\$38,430.00

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: 37137137131		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	28		\$340,200.00
2 Educational aide	0		0
3 Tutor	0		\$
Program Management and Administration			
4 Project director (required)	1		\$81,000.00
5 Site coordinator (required)	3		\$156,940.00
6 Family engagement specialist (required)	1		\$29,000.00
7 Secretary/administrative assistant	1		\$5,500.00
8 Data entry clerk			\$5,000.00
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist	1		\$18,000.00
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$0.00
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$
25 6121 Support staff extra-duty pay			\$
26 6140 Employee benefits			\$
27	Subtotal substitute, extra-duty, benefits costs		\$0.00
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$635,640.00

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: 37137137131		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	\$0.00
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator	\$18,000.00
2	Enrichment Activities – STEM, Robotics, Recreation	\$25,000.00
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$43,000.00
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$43,000.00

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 37137137131		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:	\$35,000.00
Grand total:		\$35,000.00

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: 37137137131		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.	\$0.00
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0.00
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$12,000.00
6413	Stipends for non-employees other than those included in 6419	\$0.00
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0.00
Subtotal other operating costs requiring specific approval:		\$0.00
Remaining 6400—Other operating costs that do not require specific approval:		\$0.00
Grand total:		\$12,000.00

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: 37137137131			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	Chromebooks	275	\$150.00	\$41,250.00
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Apps for educational games and applications	583	\$2.99	\$1,743.17
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:				\$42,993.17

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: **37137137131** Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director is a full-time position (40 hours per week). The Program Director has at least 4 years of EC-12 classroom experience and has been successful in implementing STEM and Project Based Learning (PBL) into their classroom instruction. The candidate should also have experience writing curriculum and be willing to travel to multiple sites. A master's degree is required, but a doctorate is preferred.
2.	Site Coordinator(s)	Site Coordinators are full-time positions (40 hours per week). The Site Coordinator must have at least 4 years of EC-3 classroom experience. They should have successful experience in STEM education and Problem Based Learning (PBL). A bachelor's degree is required, but a master's is preferred.
3.	Family Engagement Specialist	The Family Engagement Specialist is a full-time position (40 hours per week). The Family Engagement Specialist role is to develop and implement strategies to engage families in after school programming. The Family Engagement Specialist must be willing to travel to multiple sites and coordinate family nights at each site. A master's in counseling is preferred.

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.	Staffing	1. Hire Program Director	07/01/2018	08/01/2018
		2. Hire Site Coordinators	07/01/2018	08/01/2018
		3. Hire Family Engagement Specialists	07/01/2018	08/01/2018
		4. Identify and Hire Tutors, etc.	07/01/2018	08/15/2018
		5. Hire and identify an External Evaluator	07/01/2018	08/15/2018
2.	Training	1. Train Program Director	08/01/2018	08/10/2018
		2. Train Site Coordinators	08/01/2018	08/20/2018
		3. Train Tutors	08/20/2018	08/31/2018
		4. Train Student Interns	08/27/2018	09/07/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Enrollment	1. Enroll students into program at each campus	08/20/2018	08/31/2018
		2. Enroll parents into family activities	08/20/2018	08/31/2018
		3. Identify parent liaison at each campus	08/15/2018	08/31/2018
		4. Survey student interests	09/01/2018	09/30/2018
		5. Create curriculum based on student interest	08/01/2018	08/31/2018
4.	Supplies & Materials	1. Identify supplies & equipment needed to begin prog.	08/01/2018	08/31/2018
		2. Maintain consumable supplies	08/01/2018	07/31/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Evaluation	1. Initial evaluation	09/01/2018	09/08/2018
		2. Identify targets and objectives with evaluator	09/01/2018	09/15/2018
		3. Quarterly meetings with evaluator	09/01/2018	07/31/2021
		4. Review and approve final evaluation	09/01/2020	08/31/2021
		5.	XX/XX/XXXX	XX/XX/XXXX

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: 37137137131 | 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 community needs and resources were evaluated by several different avenues. Since Tarleton State University has had a long standing presence in both areas where the targeted sites are located, many community needs and resources were already known. Tarleton also has current working partnerships with both school districts, Waco ISD and Three Way ISD. Other sources of information were drawn from the Texas Academic Performance Reports, United States Census Data, the Texas Education Agency website, and crime and safety statistics for the neighborhoods where the targeted schools are located.

The PELTS program will address the needs of safety in particular by providing a safe place for children to stay and be actively engaged in learning on an individual and group basis both before and after school while their parent(s) are working.

The Family Engagement Specialist will create a needs assessment in the form of a parent survey, both paper and electronic, to determine the needs of the families at each school. The survey will assess three areas of need: academic, parent education, and community resources.

- Academic needs will include the parent’s desire for a better understanding of how to enhance their child’s literacy development in all content areas, more training in specific content areas to better assist their children with homework (reading, writing math, science, social studies), and general need for help with homework or schoolwork, such as joint tutoring sessions with both the parent and the child.
- Parent education needs will cover topics such as guidance and discipline, communicating with children, child growth and development, technology in the home, and peer relationships and bullying.
- Community resource needs include education in parent financial and resource management, connecting families to social services and available programs, and an understanding of family law and policy.

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

County-district number or vendor ID: 37137137131	Amendment # (for amendments only):
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Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

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

Tarleton State University (TSU) currently has positive relationships with both of the partner districts. TSU will continue to grow and sustain the program by continuing to search and apply for additional grant funding. In year one of the program, we will develop an advisory board at each location comprised of community leaders and the local educational personnel to set in motion said vibrant learning communities which in turn can identify resources and explore who can help sustain the services for the K-12 students beyond the time frame of the grant. School board members at each ISD will be invited to become active members of the advisory board, along with parents, teachers, and other community leaders. As the PELTS program becomes established, the community will see the advantages of keeping such a program viable and will wish to continue it into the future and even perhaps expand its scope beyond the initial K-2 students.

In launching the program, funding will be strategically used to build sustainability into the efforts of the program from the onset. Any literacy, technology, kinesiology, or science activity purchases will include sufficient quantities, warranties and protection plans to last beyond the time frame of the grant. In the program, there will be training included for staff in the areas of safety, conscious discipline, and project based learning. Staff, teachers, and tutors will be trained in a common academic language in order to dispel any confusion from the start as to the goals of the program in terms of evaluative and programmatic evidence-based research strategies and interventions. Collaborative meetings will be held for the campus staff and project staff to help build continuity between before-school, in-school, and after-school activities. Parents will also be invited to these sessions. By including the triad of interested parties, i.e., project personnel, school personnel, and parents, it is hoped that there will be a seamless, safe and positive experience for the students in the program from home to school and back home.

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

County-district number or vendor ID: 37137137131	Amendment # (for amendments only):
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Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The PELTS (physical education-literacy-technology-science) program will add an additional 15 hours of instructional time per week for select K-2 students in Waco ISD and Three Way ISD. The activities and services of the PELTS program are supplemental in nature and will not serve as substitute activities that are required by state law, State Board of Education or local policy. An example would be any tutoring services funded through Title 1 funding will remain in force and will not be replaced with 21st Century Community Learning Centers funding. The PELTS program is designed to increase preparedness for successful academic performance on students' future district-based assessments by implementing engaging and interactive curriculum. By providing an exciting curriculum based on student interests, the PELTS program aims to increase school attendance, decrease tardiness and improve citizenship for K-2 students. The influence of caring, adult role models could result in fewer, absences, tardiness, and discipline referrals for the K-2 students, thus ultimately increasing learning for all in the early grades.

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

County-district number or vendor ID: <u>37137137131</u>	Amendment # (for amendments only):
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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.**

Physical Exercise: Recent studies have shown that there is a positive correlation between physical activity and academic achievement both before school (Hall, Poston & Harris, 2015) and after school (Stuart-Cassel, 2015; National Academy of Sciences, 2013). Developmentally appropriate physical activities will be incorporated before and after school to help improve students' working memory and other "shift skills" (Hall, Poston & Harris, 2015). Pre-test and post-test results will be gathered using the BRIEF (Behavior Rating Inventory of Executive Function).

Literacy and Technology: With the use of technology, literacy skills intervention becomes customizable with the various apps available and electronic books. The customization will allow the PELTS teachers to use Vygotsky's zone of proximal development by encouraging and further developing students' literacy skills. By using various apps available, students will be able to wonder, plan, gather, create, and share in a safe and non-judgmental, non-graded environment (UT Arlington, 2018).

Science: An experiential and observant methodology will be used in integrated and hands-on activities to enhance at a very early age the nature of science (NOS). It was shown in a study by Girod and Twyman (2009), there are shared cognitive processes between literacy skills and science. Literacy is just not reading and or writing, it is a "discursive process requiring the making of meaning through language, text, signs, and symbols" (Lemke, 1990).

Parent Engagement and Training: Based on the needs of each school community, the Family Engagement Specialist will work with Site Directors to determine the best programs for that school. Though most programs will be delivered on site, some may be delivered in a hybrid format to keep communication open with parents even when they are not able to attend. A hybrid format would be based on the technological capabilities of the families in the program, and could involve communication through email and text messages as well as web-based modules to complete at the family's convenience.

Measures will be taken at the end of one year using the Rosenberg Self-Esteem Scale to determine if young students feel confident about themselves as a result of being involved in the PELTS program, along with the Diagnostic Assessment of Reading and the aforementioned Behavior Rating Inventory of Executive Function.

References

Girod, M. & Twyman, T. (2009). Comparing the added value of blended science and literacy curricula to inquiry-based science curricula in two 2nd-grade classrooms. *Journal of Elementary Science Education*, 21(3), 13-32.

Hall, G., Poston, K. F., & Harris, S. (Fall, 2015). Before the school bell rings: How a before-school activity program improves executive functions. *Afterschool Matters*, 54-58.

Lemke, J. L. (1990). *Talking science: Language, learning, and values*. Norwood, NJ: Ablex.

National Academy of Sciences (2013). Physical Activity, Fitness, and Physical Education: Effects on Academic Performance. *Educating the Student Body: Taking Physical Activity and Physical Education to School*. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK201501/>

Stuart-Cassel, V. (October, 2015). School-based physical fitness and the link to student academic outcomes and improved school climate. *In Brief*. Retrieved from https://safesupportivelearning.ed.gov/sites/default/files/InBrief_Physical%20Fitness%20Brief_10.27.15%20FINAL_0.pdf

U.T. Arlington. (2015 December 10). *How does technology affect literacy?* [Website] Retrieved from <https://academic.partnerships.uta.edu/articles/education/how-does-technology-affect-literacy.aspx>

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

County-district number or vendor ID: 37137137131	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 activities, technology and interactive engagement provided by the PELTS program will allow each K-2 student to establish a Personal Learning Network starting in Kindergarten. The research is showing that due to the increase in internet use, and the demands of the 21st Century skills needed (P21 Partnership for 21st Century Learning, n.d.), a student will find that developing connections early-on to enhance his/her personal learning will allow each student to learn and achieve academic success through such individualized methods (Loertscher, 2011; Woolf, 2010). Grant funding will seek to provide each student a computing device to be used while in attendance of the PELTS scheduled times. The computing devices will be pre-programmed with apps for project based learning activities that will promote learning, literacy and collaboration skills either in (Buck Institute, 2018). Through the successful completion of the projects, positive youth development will be measured by the Rosenberg Self-Esteem Scale. In addition, the project based learning using science based instruction will comply with ISTE Standards for students by ensuring that students start very early in their academic career with empowering learning by becoming a digital citizen for constructing knowledge with computational thinking learning design processes and collaborative, creative communicating (ISTE, 2018)

References

Buck Institute for Education. (2018). What is PBL? [Website]. Retrieved from http://www.bie.org/about/why_pbl

ISTE. (2018). ISTE standards for students. [Website]. International Society for Technology in Education. Retrieved from <https://www.iste.org/standards/for-students>

Loertscher, D. (December 2011). Personal learning networks: Using the power of connections to transform education. *Teacher Librarian*, 39(2), 48-48.

P21. (n.d.). Framework for 21st century learning. [Website]. P21 Partnership for 21st Century Learning. Retrieved from <http://www.p21.org/about-us/p21-framework>

Woolf, B. P. (2010). *A roadmap for education technology*. Shrewsbury, MA: Global Resources for Online Education. Retrieved from <https://cra.org/ccc/wp-content/uploads/sites/2/2015/08/GROE-Roadmap-for-Education-Technology-Final-Report.pdf>

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

County-district number or vendor ID: 37137137131 Amendment # (for amendments only):

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

Positive family engagement experiences in schools provide a critical backbone for children's learning. Responsive family engagement programs use family-centered practices to build relationships both within families and between families and schools while considering the unique personal circumstances of all families (Keenan, 2004). A comprehensive review by Henderson and Mapp (2002) demonstrate the numerous benefits of high quality family engagement programs, including higher grades and test scores, less retention, regular school attendance, a positive attitude about school, improvement in social skills and behavior reports, and a higher probability of graduating and attending postsecondary education. Froiland, Peterson, and Davidson (2013) specifically found that family engagement in the early years and parental expectations were key to higher early literacy skills and overall academic success in adolescence. Additionally, family members who participate in high quality engagement programs have a better understanding of child development and their child's skills, and their parenting skills improve in the areas of discipline, nutrition, and homework help (Diffily, 2004).

In a meta-analysis looking at specific components of 51 family engagement programs, Jeynes (2012) found that voluntary programs produced a stronger effect than involuntary or school led programs. Programs that promoted shared reading, checking student's homework, and an overall partnership between the parents and schools significantly impacted school achievement, whereas programs that were either involuntary or targeted to a specific population (e.g. Head Start, ESL teaching) had less of an impact on overall academic success. However, family engagement programs in the early years, such as Head Start, contribute to the overall well-being of the family and improve the family's support network, leading to later positive social and emotional outcomes for children (National Center on Parent, Family, and Community Engagement, 2018).

Regardless of quality, programs must engage parents to be successful. Families are more likely to engage with the school when they are more educated and more economically stable (Sheldon, 2003). Common barriers to family engagement in the schools include viewing the relationship with the school as one-sided with the school in power (Muscott et al., 2004), teacher and parent attitudes toward family engagement are misaligned (Henderson, Johnson, Mapp, & Davis, 2006), and having limited time and material resources for engaging parents (Epstein & Sanders, 2006). Culturally responsive family engagement programs that take a proactive approach to promoting family engagement through parent initiated activities show an increase in parental involvement for all types of parents (Auerbach, 2009).

References

- Auerbach, S. (2009). Walking the walk: Portraits in leadership for family engagement in urban schools. *School Community Journal*, 19(1), 9-31.
- Diffily, D. (2004). *Teachers and families working together*. Pearson College Division.
- Epstein, J. L., & Sanders, M. G. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. *Peabody Journal of Education*, 81(2), 81-120.
- Froiland, J. M., Peterson, A., & Davison, M. L. (2013). The long-term effects of early parent involvement and parent expectation in the USA. *School Psychology International*, 34, 33-50. doi:10.1177/0143034312454361
- Henderson, A., Johnson, V., Mapp, K., & Davies, D. (2006). *Beyond the bake sale: The essential guide to family/school partnerships*. New York: The New Press.
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- Muscott, H., Szczesiul, S., Berk, B., Staub, K., Hoover, J., & Perry-Chisholm, P. (2008). Positive behavior interventions and supports. *Teaching Exceptional Children*, 40(6), 6-14.
- National Center on Parent, Family, and Community Engagement. (2018). Understanding family engagement outcomes: Research to practice series. Family well-being. Retrieved on April 25, 2018 from

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

County-district number or vendor ID: 37137137131	Amendment # (for amendments only):
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Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Transporation needs will be taken care of by either the parent(s) of the students, or the participating ISD transportation services to ensure that the students will be traveling safly to and from each school center.

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

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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.**

Tarleton State University undergraduate and graduate students studying education, counseling, and social work will serve as volunteers at each site. Each student must have a completed background check on file in the Tarleton State University Educator Preparation Services (EPS) office by 09/15/18 . The EPS office will provide a list of students with completed background checks to all site coordinators. Only students on the list will be able to interact with the K-2 students. Typically, students enrolled in Tarleton State University in Stephenville will volunteer in Three Way ISD. Students enrolled in Tarleton State University in Fort Worth will volunteer in Fort Worth ISD, and students enrolled in Tarleton State University in Waco will volunteer in Waco ISD. However, students may want to volunteer at other sites to gain more experience. This is allowed and encouraged.

Parent and community volunteers must be screened by each school district and provide documentation of the screening and completed background check to the site coordinator to be allowed to interact with students.

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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.

As part of its set of core values, Tarleton State University embraces the concept of service. As such, we strive to "transform generations by inspiring discovery, leadership and service through exceptional teaching and research in vibrant learning communities." In year one of the program, we will develop an advisory board at each location comprised of community leaders and the local educational personnel to set in motion said vibrant learning communities which in turn can identify resources and explore who can help sustain the services for the K-12 students beyond the time frame of the grant. School board members at each ISD will be invited to become active members of the advisory board, along with parents, teachers, and other community leaders. As the PELTS program becomes established, the community will see the advantages of keeping such a program viable and will wish to continue it into the future and even perhaps expand its scope beyond the initial K-2 students.

In launching the program, funding will be strategically used to build sustainability into the efforts of the program from the onset. Any literacy, technology, kinesiology, or science activity purchases will include sufficient quantities, warranties and protection plans to last beyond the time frame of the grant. In the program, there will be training included for staff in the areas of safety, conscious discipline, and project based learning. Staff, teachers, and tutors will be trained in a common academic language in order to dispel any confusion from the start as to the goals of the program in terms of evaluative and programmatic evidence-based research strategies and interventions. Collaborative meetings will be held for the campus staff and project staff to help build continuity between before-school, in-school, and after-school activities. Parents will also be invited to these sessions. By including the triad of interested parties, i.e., project personnel, school personnel, and parents, it is hoped that there will be a seamless, safe and positive experience for the students in the program from home to school and back home.

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

County-district number or vendor ID: 37137137131	Amendment # (for amendments only):
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Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To make the most effective use of public resources, the PELTS program will identify and coordinate with the existing ISDs' various programs. An example is the Child Nutrition grant programs that Title 1 schools are eligible for. We would work with those programs so that the use of funds is not duplicated. An additional grant that at least one of the ISDs is part of is a technology grant. The CCLC funds would be used to supplement the technology equipment and app purchases.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 37137137131 Amendment # (for amendments only): _____

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

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Three Way Elementary 247 County Road 207 Stephenville, TX 76401		X 40% or higher economically disadvantaged 2017-2018 Focus School X 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR		X Pre-K <input type="checkbox"/> 7-8 K-2 <input type="checkbox"/> 9 3-4 <input type="checkbox"/> 10-11 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	072901101				
	Cost per student	\$ 640.00				
	"Regular" student target (to be served 45 days or more annually):	33	Parent/legal guardian target (in proportion with student target):		20	
		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):	
	Alta Vista Elementary School 3637 Alta Vista Drive Waco, TX 76706		X 40% or higher economically disadvantaged 2017-2018 Focus School X 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR		X Pre-K <input type="checkbox"/> 7-8 K-2 <input type="checkbox"/> 9 3-4 <input type="checkbox"/> 10-11 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	161914101				
	Cost per student	\$ 640.00				
	"Regular" student target (to be served 45 days or more annually):	248	Parent/legal guardian target (in proportion with student target):		100	
		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):	
	Crestview Elementary 1120 N. New Road Waco, TX 76710		X 40% or higher economically disadvantaged 2017-2018 Focus School X 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR		X Pre-K <input type="checkbox"/> 7-8 K-2 <input type="checkbox"/> 9 3-4 <input type="checkbox"/> 10-11 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	161914106				
	Cost per student	\$ 640.00				
	"Regular" student target (to be served 45 days or more annually):	302	Parent/legal guardian target (in proportion with student target):		100	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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

County-district number or vendor ID: **37137137131** Amendment # (for amendments only):

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

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

County-district number or vendor ID: 37137137131		Amendment # (for amendments only):		
Center 7	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:			
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
	Estimated transportation time			
	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):
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
9-digit campus ID number:				
Cost per student		\$		
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
Campus name				
9-digit campus ID number				
Estimated transportation time				
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):
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:			
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
	Estimated transportation time			

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Schedule #17--Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID:		37137137131		Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (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		
	9-digit campus ID number:		Grade levels to be served (check all that apply):		
	Cost per student \$		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3
	Campus name:				
	9-digit campus ID number				
	Estimated transportation time				

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

County-district number or vendor ID: 37137137131	Amendment # (for amendments only):
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TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The overall goal of the program is to increase K-2 student academic readiness skills through interactive engagement activities before-school, after-school, and during 6 weeks in the summer. We also propose a strong family component to encourage parental involvement in their student(s) readiness skills.

The full time coordinators at each site along with the family engagement specialist will be responsible for recruiting students and families that will benefit from participating in the PELTS program. The coordinators will gather relevant student data to correspond to the different reporting periods. Coordinators will also be responsible for ordering materials, planning parent involvement activities in conjunction with the family engagement specialist, and working with all stakeholders in planning and carrying out program related activities to include material preparation for the targeted schools. The coordinators will report directly to the Project Director and will collaborate with the principals of the targeted schools for planning, implementation, and monitoring of the program.

During the school year, the programs will operate Monday-Friday 3 pm – 5 pm and 7 am – 8 am, providing 15 hours of programming per week. The summer program will operate across 6 weeks, 4 weeks in June and 2 weeks in August, 9 am – 1:30 pm (30 minutes for lunch), providing 24 hours of programming per week.

The Physical Exercise component of the program is in conjunction with the aforereferenced research to assist with improving students' working memory and cognitive processes. The Science and Technology aspects of the program are to assist with improving student literacy skills, also mentioned before in the research literature in Section #16-4. The overall nature of the program using highly engaging curriculum in a project-based format is to assist with decreasing tardiness and absenteeism. By using a project-based format for the engagement activities it is to give students a sense of accomplishment of tasks completed as per their particular strengths and learning styles/developmental level.

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

County-district number or vendor ID: 37137137131	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 proposed program will use a comprehensive evaluation plan based on a continuous review of the services provided by PELTS. There are several reliable and valid instruments that will be used in a pre-test/post-test methodology to measure student progress toward the objectives of literacy, science, and technology achievement. A self-worth instrument will also be used pre- and post- to measure efficacy of student self-perception. In addition to the aforementioned instruments, school records will be used to determine any changes in absenteeism, tardiness, and discipline referrals.

The continuous nature of the program review will allow for fidelity to the scope of the grant and assure fiscal responsibility and accountability. The independent evaluator will provide feedback to the program advisory board at each ISD and program staff in order to improve program effectiveness and fiscal efficiency. The evaluation will include both quantitative and qualitative data of services and management components. Input for the evaluation will come from all the stakeholders to include program staff, families, students, ISD personnel, and advisory councils. Quarterly meetings will be open to all the input participants and the Project Director will review data and progress reports monthly. If any changes need to be made for program improvement, the Project Director will monitor the changes based on the data collected to document any changes. If it is found that the program has failed to meet any of the objectives, an action plan will be developed by program staff and monitored by the Project Director.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 37137137131		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 37137137131 Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 37137137131		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 checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 37137137131 Amendment number (for amendments only): _____

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: 37137137131 Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	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 checked="" 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 checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 37137137131 Amendment number (for amendments only): _____

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 37137137131 Amendment number (for amendments only): _____

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

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

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
	County-District Number or Vendor ID: 37137137131	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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input 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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