

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1

Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	Place date stamp here
Submittal information:	<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>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:10 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</p>
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Texas Southmost College	County-District # 031-901	Amendment # N/A
Vendor ID # 74-6002593	ESC Region # 1	DUNS # 076927524
Mailing address 80 Fort Brown	City Brownsville	State TX
		ZIP Code 78520

Primary Contact

First name Dr. Jesus	M.I. R	Last name Rodriguez	Title President
Telephone # 956-295-3600	Email address jroberto.rodriguez@tsc.edu		FAX # 956-295-3384

Secondary Contact

First name Dr. Angelica	M.I. M	Last name Fuentes	Title Associate Vice-President
Telephone # 956-295-3375	Email address angelica.fuentes@tsc.edu		FAX #

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 Dr. Jesus	M.I. R	Last name Rodriguez	Title President
Telephone # 956-295-3600	Email address jroberto.rodriguez@tsc.edu		FAX # 956-295-3384
Signature (blue ink preferred)			Date signed

[Handwritten Signature] 5/1/18
Only the legally responsible party may sign this application.

701-18-111-148



TEXAS SOUTHMOST
COLLEGE
ACE Scorpions

Schedule #1—General Information

County-district number or vendor ID: **031-901**

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	N/A	<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): 09/01/18	End date (MM/DD): 8/31/19
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: **031-901**

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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

County-district number or vendor ID: 031-901

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: 031-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: **031-901**

Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.				N/A
2.				
Grand total:				N/A

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: **031-901**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

			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	\$ N/A	\$ N/A	\$ N/A	\$ N/A
2.	Schedule #8: Contracted Services	6200	\$ N/A	\$ N/A	\$ N/A	\$ N/A
3.	Schedule #9: Supplies and Materials	6300	\$ N/A	\$ N/A	\$ N/A	\$ N/A
4.	Schedule #10: Other Operating Costs	6400	\$ N/A	\$ N/A	\$ N/A	\$ N/A
5.	Schedule #11: Capital Outlay	6600	\$ N/A	\$ N/A	\$ N/A	\$ N/A
7.	Total direct costs:		\$ N/A	\$ N/A	\$ N/A	\$ N/A
8.	Indirect cost (%):		\$ N/A	\$ N/A	\$ N/A	\$ N/A
9.	Total costs:		\$ N/A	\$ N/A	\$ N/A	\$ N/A

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: **031-901**

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-901	Amendment # (for amendments only):
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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

TEXAS SOUTHMOST COLLEGE (TSC) ACE SCORPIONS PROGRAM



Brownsville, Texas is located by the U.S./Mexican border and in Cameron County which, according to the most recent U.S. Census, is one of the most economically disadvantaged counties in the United States. According to 2014 U.S. Census Quick Facts data, it is estimated that the city of Brownsville has a population of 183,046 residents of which 98% (47,669) students are Hispanic. The Figure on right is the **TSC ACE Community Advisory Council (CAC)**. The **155 member CAC** included The University of Texas Rio Grande Valley (UTRGV), Region One ESC (ESC1) and **BISD/Communities in Schools (CIS)** who helped design and support ACE Scorpions.

NEED: Education in the border region is substandard on both sides. The low levels of education along the border region are due to lack of proper infrastructure, low property-tax funding for schools, and pressing financial need which sees children contributing to family incomes. Brownsville Independent School District (BISD) has **58 campuses** with an enrollment of over **47,669 students**, making it the largest school district south of San Antonio. Brownsville statistics show a dire need for families to receive after school services as **not one campus has a 21st CCLC program**. Of adults that are twenty-five and older, only 63.1% of Brownsville residents have completed their high school education compared to State (81.6%) and National (86.3%) rates. The numbers are even more alarming when comparing completion rates for Bachelor Degrees: Brownsville (17.2%); State (27.1%); and National (29.3%). It is estimated that **only 1% of colonia students earn a 4-year degree or higher** (PBS Report). With these figures, it is no surprise that Brownsville's per capita income is **\$14,124** as opposed to State (\$26,513) and National (**\$28,555**) averages. Of the student population, **96% are Economically Disadvantaged, 66% At-Risk, 33% LEP, and 100% qualify for free meals**. Targeted students and their eligible family members are mostly found in neighborhoods that have few academic and/or social services available and have a higher than normal level of criminal delinquency and/or rate of general crime incidences. In addition, targeted students are at centers where they **struggle with academics, student attendance, promotion rates and college readiness** as only **28% of students met AP/IB criterion** in all subjects as compared to the state's **49.5%** (2016-17 TAPR Report).

OBJECTIVES: ACE will reinforce and complement the regular academic program of the school day at 10 BISD campuses that have never been served with 21st CCLC funding. ACE sites will include: **Hanna ECHS, Lopez ECHS, Pace ECHS, Porter ECHS, Rivera ECHS, Besteiro Middle School, Faulk Middle School, Garcia Middle School, Lucio Middle School, Perkins Middle School**. ACE Scorpions will offer BISD students the much needed resources and safe environment necessary to excel academically, prepare for college and the workforce. Expected outcomes from this endeavor will result in **100% of students completing the Middle School activities, 95% completing a HS diploma and a minimum of 70% advancing into post-secondary institutions raising the current enrollment by 30%**.

TSC ACE Scorpions will serve **2,500 students and 1,250 parents** with the following prospective activities:

- TSC Master Tutor training and mentoring of high school students for ECHS labs and future jobs
- TSC Pre-College Certifications and Allied Health Bridge Services for EMT, MLT, RSPT, RADR and Pre-RN/LVN
- ESC 1 Life Skills services with family engagement to enrich and expand students' understanding of poverty
- Community Service Learning involvement in community to foster social responsibilities
- UTRGV Virtual Reality, Coding, Robotics, Droids and Astronomy for cutting edge courses that peak interest
- TSC Adult Continuation Education courses for ESL, GED, Computers and Wellness topics
- TSC and UTRGV School/College Partnerships with early P-21 college bound planning, trainings and tours
- TSC Smart Labs with trained college mentors to reduce attrition and remediation of incoming college students
- Dynamic Enrichment that promotes Sports, Music, Dance, and Art with motivational performances and recitals
- TSC Workforce Certifications for parents and students that help with a high quality income and careers
- STEAM courses to offer stronger appeal and relatability for student engagement
- Summer Camps with TSC/UTRGV professors for positive social, cultural, recreational and interpersonal skills
- College and workforce internships that promote workforce awareness, job and/or college readiness
- Adjunct research sites at Gladys Porter Zoo, Cummings CTE Center, Coastal Studies Labs and USS Ridley

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 031-901			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	\$813,133	\$45,193	\$858,326
Schedule #8	Professional and Contracted Services (6200)	6200	\$421,470	\$29,807	\$451,277
Schedule #9	Supplies and Materials (6300)	6300	\$114,725	\$ 0	\$114,725
Schedule #10	Other Operating Costs (6400)	6400	\$75,672	\$ 0	\$75,672
Schedule #11	Capital Outlay (6600)	6600	\$ 0	\$ 0	\$ 0
Consolidate Administrative Funds				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,425,000		\$1,500,000
indirect costs (see note):					
Grand total of budgeted costs (add all entries in each column):			\$1,425,000	\$75,000	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$ N/A	\$ N/A	\$ N/A
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$ 75,000

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

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

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

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 031-901			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project Director (required)	1		\$ 64,450
5	Site Coordinators (required) \$44,501/site	10		\$445,010
6	Family Engagement Specialist (required) BISD/CIS contracted position for sustainable partnerships. See 6200 1 FTE @ \$50,000	1		\$
7				
8				
9	Reporting Compliance Specialist (admin cost)		1	\$34,764
10				
Auxiliary				
11	Academic Advisor (will lead SOS Team, College Tours, College Prep with BISD Counselors)	1		\$37,437
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	TSC Academic Enrichment Professors @ \$25/hr for \$9,359/campus avg. 8-10 hrs. per week/campus for 40 wks. to include Summer Camps. (see following pages)		10-15	\$78,590
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$660,251
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119			
25	6121	Support staff extra-duty pay (BISD will fund dinners and help with support staffing to include cafeteria workers and custodians)		\$ 0
26	6140	Employee benefits (30% TSC FTE/PTE Benefits)		\$198,075
27	Subtotal substitute, extra-duty, benefits costs			\$198,075
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$858,326

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: 031-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	ACE Teachers Work-study Students (Work-study Contracts pending awards)	TSC In-Kind
2	Professional staff extra-duty pay (50 Certified BISD Teachers will serve Embedded Academics for 2,350 students @ \$30/hr. M-F with 5-7 hours weekly at 10 sites.)	\$343,470
3		
4		
5		
6	BISD/Communities In Schools Family Engagement Specialist (required) includes benefits	\$50,000
7	Region ESC 1- Family Workshops, PD, College Outreach and Summer Support	\$3,000
8	UTRGV Contracted P-16 Outreach Services @ \$ 2,500/campus Fall and Spring and summer per campus for \$25,000/ yr. (complete budget details sent to TSC/BISD)	\$25,000
9	Programs being planned are Father-son Project; Mobile Labs, Mobile Planetarium, C-Stem K-12 Activities	
10	Mother-Daughter Program, PD in Teaching Pedagogies	
11	Collegiate G-Force ; UTCRS Research with students	
12	BLAST STEM Focused Camp; Mixed Reality	
13	STEP (rockets, 3D Printing, Blue Energy, Electric Cars)	
	External Evaluator Contracted @ \$2,980/campus	\$29,807
14		
b. Subtotal of professional and contracted services:		\$451,277
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$ 0
(Sum of lines a, b, and c) Grand total		\$451,277

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: 031-901		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: I. GENERAL SUPPLIES Administrative Supplies @ \$8,524/yr. 1 only Coordinator Office Supplies @ \$6,001/campus = \$60,013/yr. Instructional Supplies @ \$3,268/campus = \$32,680 /yr. Sport/Fine Arts/enrichment Supplies @ \$500/campus = \$5,000/yr. II. COMPUTER HARDWARE Director desktop computer @ \$1,008 Coordinator computers (BISD In-Kind) III. COMPUTER SOFTWARE @ \$500/campus = \$5,000 IV. OTHER EQUIPMENT NOT CAPITALIZED Laser printer (BISD In-Kind) V. SUPPLIES FOR MAINTENANCE Special Events for Parent Engagement and Support of College Bound Training (e.g., monthly forums, internal training) @ \$250/campus = \$2,500/yr.	\$114,725
Grand total:		\$114,725

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Schedule #10—Other Operating Costs (6400)					
County-District Number or Vendor ID: 031-901			Amendment number (for amendments only):		
Expense Item Description					Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.				\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:				\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.				\$
6413	Stipends for non-employees other than those included in 6419				\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.				\$
Subtotal other operating costs requiring specific approval:					\$
Remaining 6400—Other operating costs that do not require specific approval:					\$75,672
National Conference (Summer Institute)/State (Austin) and Regional Conference					
# of staff # of Day Cost Air Fare/mileage Meal cost Lodging Total					
1-3 \$250 \$850 \$288 \$534 \$1,922					
TSC Local Mileage - ACE (885) miles x (10) SC @ (\$.5650)/mile =\$5,000 TSC Local Mileage - ACE (885) miles x (1) Director @ (\$.5650)/mile =\$500					
Campus College tours - (\$7,078)/per HS campus x (5) campuses + (\$5,572)/MS campus for college tours x (5) campuses= \$63,250					
Food /incentives for low income parents \$500/ campus @ \$5,000					
Grand total:					\$75,672

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: 031-901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$ 0

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

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Schedule #14—Management Plan

County-district number or vendor ID: **031-901** 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	1 TSC Project Director	Doctorate Preferred; MS/MA Degree. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, School Training, Adult Education Background, Technology Proficient. Certifications: ACE Training, Bilingual.
2	10 TSC Site Coordinator(s)	Masters Preferred; BA or BS required 4 Yrs. with after school programs, Teaching background, Bilingual or Spanish Training. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Requested Certifications: Community Training, Bilingual
3	1 BISD/CIS Family Engagement Specialist	Masters Preferred; 2 yrs. ASP site coordinator experience, Teaching, Social work Background, Bilingual. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Certifications, Parenting Certification, Community Training.
4	TSC ACE Evaluator	Doctorate Preferred; MA/MS required, 3-5 Yrs. with after school program Evaluation, Teaching background, Bilingual or Spanish Training, Grant Experience. Experience: Former ACE experience, educator, College networks, school Training, Adult Education Background, University Professor, ACE Evaluator.

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	Phase I Implementation	1. Award Campaign conducted/Hire Admin Staff	08/01/2018	10/1/2018
		2. Development of program brochures/flyers	08/01/2018	10/1/2018
		3. Staff hired and trained/ Receive C& I Materials	08/01/2018	10/1/2018
		4. Develop courses, transportation and teachers	08/01/2018	07/31/2019
		5. Recruit students and adults for services	08/01/2018	07/31/2019
2	Phase II Schedules and Operations	1. Transportation plan/Secure spaces, security	08/01/2018	07/31/2019
		2. Conduct regular year ACE/Staff Mtgs for CIP	08/01/2018	07/31/2019
		3. Student and parent handbooks disseminated	09/01/2018	05/31/2018
		4. Coordinate Family services with BISD/CIS	09/01/2018	07/31/2019
		5. Begin phasing in all grant services for campus	09/01/2018	07/31/2019
3	Phase III Services and Monitoring	1. Student enrollment achieved /Services of HQ	09/01/2018	07/31/2019
		2. Refinement to include classes, resources	09/01/2018	07/31/2019
		3. Support CAN and CIP with Principal support	09/01/2018	07/31/2019
		4. Trips to adjunct sites to include Zoo and CTE	10/01/2018	07/31/2019
		5. Conduct Summer ACE/ Focus on FES activities	06/01/2019	07/31/2019
4	Phase IV Evaluation and Improvements	1. Conduct Summer ACE and Grade Promotions	06/01/2019	07/31/2019
		2. Complete External Evaluations and Review Report	06/01/2019	07/31/2019
		3. Ensure proper accountability on measures and data	07/01/2019	07/31/2019
		4. End of the Year Site Reports and Presentations	07/01/2019	07/31/2019
		5. Staff Trainings and State Conferences	07/01/2019	07/31/2019
5	Phase V Continuation and Sustainability	1. School Board and Community Partnership mtg.	12/01/2018	07/31/2019
		2. Budget Meetings with partners for adjustments	12/01/2018	07/31/2019
		3. School Board and Community Presentations	12/01/2018	07/31/2019
		4. Institutionalize Best Practices	06/01/2019	07/31/2019
		5. Submit Required APR and 2018 Targets	06/01/2019	07/31/2019

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-901	Amendment # (for amendments only):
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Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families.

TSC 21st CCLC Grant Design Team (See Appendix A- Needs Assessment/Design Team List/Survey Results)
 TSC evaluated community needs and resources through multiple community meetings with 155 participants with both UTRGV, TSC and BISD professors, administrators including all campus principals, program specialists, librarians, parents, teachers, counselors, businesses, non-profits, workforce, supported by more than 6,000 community surveys from parents, students, teachers with 10 Campus Improvement Plans (CIP) outlining the problems, solutions, family plans, and sustainability through community coordination. The Design Team targeted major resources available in the community with specific program strategies and activities proposed to be carried out in the ten 21st CCLC centers that will address the needs of BISD families. **Workforce Solutions Cameron County Executive Director, Pat Hobbs and BISD CATE Director, Dr. Juan Chavez** specifically addressed the needs of working families. US Census estimates for 2017 has **Brownsville's Per Capita at only 50% of the nations** (\$14,683 compared to \$29,829) while district budgets struggle delivering high quality LEA services with taxable revenue that is \$100,000 below the nations average (\$83,800 compared to \$184,700). ACE will help by creating certification programs for both students and adults with TSC community college support offering childcare, TECH labs, busing, and trades tours in the city (Heavy Metal Tours) where families can be prepared for available high paying careers in local Technical Industries. **Fig. 1: CAC Design Team Grant Members (155 total participated). The College and Career after school design process included:**

- **Step Process One: Identify the Purpose and Outcomes**
- **Step Process Two: Establish Groups for Each CNA Area**
- **Step Process Three: Determine Types of Data Sources to examine**
- **Step Process Four: Determine Areas of Priority and Summarize Needs**
- **Step Process Five: Connect CNA to CIP and ACE Grant Guidelines**
- **Step Process Six: Use ACE Blueprint (version 9) Resources for Designing Program**

TSC Memorandums of Understanding (MOU)

In April 4-5 2018, TSC 21st CCLC Design Team members were engaged in special collaborative meetings where the design, involvement and sustainability of the 21st CCLC (Cycle 10) were discussed and MOUs secured in response to meeting the needs. BISD met with The University of Texas Rio Grande Valley, Texas Southmost College and BISD Administrative Teams in three separate locations and times to help coordinate how 21st CCLC program services would be coordinated without duplication of effort and with maximized use of existing organizational resources and services. MOUs were also generated by all BISD board members and all 10 campus principals including their staff to indicate a strong commitment to implement and sustain 21st CCLC services and resources. Close to **100 MOUs (see Appendix E-MOUs)** were secured from a community understanding the value of coordinated strategies for After School Program (ASP) services towards educational attainment in a large city with **96% economically disadvantaged students** in the poorest places in America (Cameron Park, Cameron County, US Census 2010). **Currently, not one (0) of the 58 BISD campuses have a 21st CCLC grant** although BISD is outperforming Texas Districts in all performance data on STAAR regardless of SES status. BISD would like to extend its academic performance success to increase the community's responsibility to prepare students for post-secondary success. Currently, only **1% of colonia students receive a BA/BS or higher** (PBS Documentary) and normally less than 3% of economically disadvantaged students in the Rio Grande Valley achieve a Bachelor's Degree much less a graduate education. Less than 4% of all doctorates are from African Americans or Mexican Americans (US Census, 2010; ED Reports, 2018).

ACE Scorpion Strategic Plans

UTRGV, TSC and BISD agreed on packaged ASP services to meet the needs and align with unified goals while complementing not competing. These include Higher Education activities towards a pathway out of poverty, dynamic college enrichment with summer and ASP college programs, cutting edge classes such as Artificial Intelligence (AI) Environments, STEAM courses with Adjunct Research sites where college students can mentor and teach students at alternative locations, such as the Gladys Porter Zoo, Cummings CTE Certification Center, Coastal Studies Research Labs, while creating seamless CATE services whereby BISD students and their parents can prepare for high paying jobs and careers. **(see Appendix A- Design Team Top BISD needs with partnership solutions)**

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

County-district number or vendor ID: **031-901**

Amendment # (for amendments only):

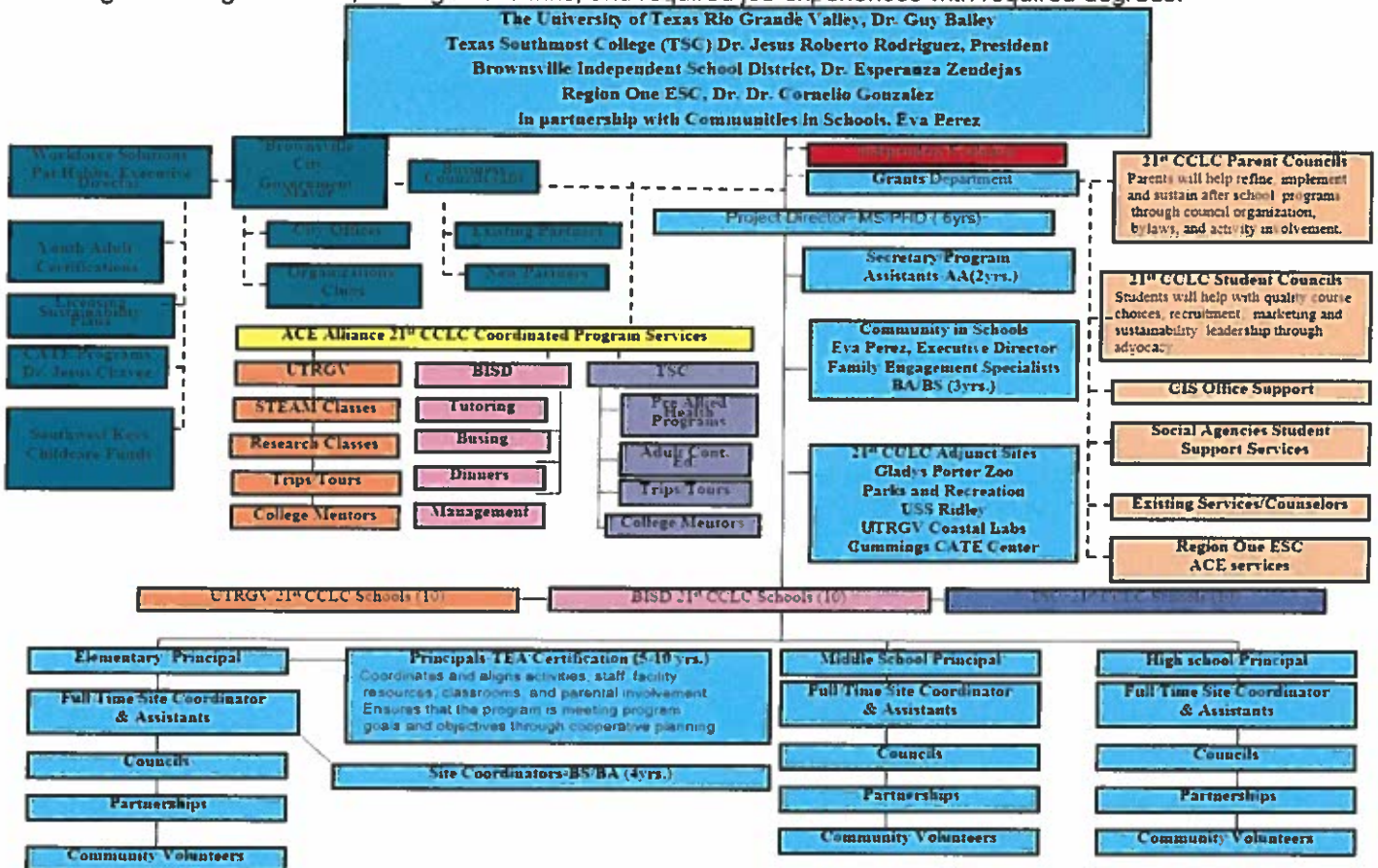
Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

This applicant is part of a planned partnership.

This applicant is unable to partner.

TSC 21st CCLC Grant Partnerships (See Appendix G Campus and Partnership Commitment MOUs)

TSC partnerships includes **Brownsville ISD, Brownsville ISD/Communities in Schools (CIS) Cameron County, The University of Texas Rio Grande Valley (UTRGV), and Region One Educational Service Center (ESC1)**. CIS is the nation's leading dropout prevention organization in over 26 states that places a CIS coordinator inside schools to assess needs and deliver necessary family resources that remove barriers to success. In addition, CIS has managed a prior successful 21st CCLC grant with Los Fresno's ISD and has agreed to help BISD with cycle 10. **CIS Executive Director, Eva Perez, and staff attended all Design Team Meetings advocating the value of enhancing the 21st CCLC grant with CIS services and resources. BISD/CIS will provide the required Family Engagement Specialist position and offer experienced non-duplicated and sustainable 21st CCLC services with students and their families with well-trained experienced staff.** CIS offers the "Five Basics": 1) a 1:1 relationship with a caring adult; 2) a safe place to learn and grow; 3) a healthy start and a healthy future, 4) a marketable skill to use upon graduation; and 5) a chance to give back to peers and community. **The proposed eligible partner organizational chart (Fig 3 below) is shown below indicating all the organizations, management links, and required job experiences with required degrees.**



All partners were trained on 21st CCLC regulations and agreed on helping meet the five goals of the 21st CCLC program to include Improving; academics, behavior, attendance, promotion and graduation. In addition, UTRGV and BISD have agreed to help; assist with program goals, contribute to achieving stated 21st CCLC objectives and sustaining the program over time by linking existing camps, summer programs, mentors, work study jobs, workforce certifications, and complementary services at all campuses.

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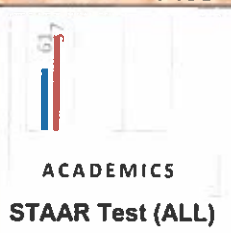
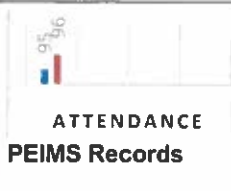


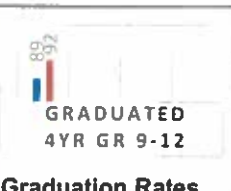
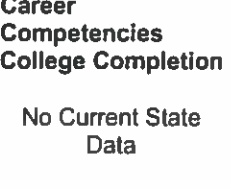
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Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact.

TSC Strategies and Goals

The designed TSC program will impact performance, attendance, discipline referrals, advancement, and high school graduation rates and career competencies. Table 1 below describes how the program proposes to impact all local measures or objectives including college bound services that are designed to expose students to careers, majors and college choice in hopes of impacting poverty statistics towards prosperity and life success. The chart includes a list of prospective activities and existing activities.

'C'	Program Goals		Table 1: 21 st CCLC Goals with Aligned Services			Attainable Indicators
	State	BISD	Students	Family	Partners	Measures
Critical Thinking			Power Skills, College Prep, i-tutors, College Mentors, STEAM Courses, Robotics Comps, Chess Tournaments, Research Interns, Publishing, Life Skills, Homework Hour, Library, Computer Labs Hi-Tech Classes, Homework Labs, Embedded Learning, STEAM	Work ESL GED/HS Certifications Tours, TSC continuing education programs, Science Fairs, STEAM events	BISD/CIS, ESC 1, UTRGV, TSC Parent Dept., GEAR UP, TRIO, Coastal Lab, GP Zoo, CATE Dept., Labs	By the end of the grant cycle, each student will perform at STAAR MET All Tests above 67% or ½ grade level higher per year in any struggling core class using the 6 wks. Report cards and STAAR as measures.
Creativity			Music, Dance, intramural Sports, Theater, Pearson Success Maker, Accelerated Readers, Compass Learning, Sewing, Dual Credit, Credit Recovery, Grade Recovery, Team Sports, Home visits, Arts.	Recitals Charro Parades Attendance App., Parent Basics, Home ACCESS Reading Clubs, Homework Club,	BISD/CIS visits, Teacher Calls TSC, Counselor, Practicums Business, Incentives	By the end of the grant cycle, each student will reach the BISD Attendance Goal (96%) using the PEIMS Daily Attendance 6 wks. reports as measures.
Character			Community Service Learning Social Emotional Learning Freshmen Mentoring, College Mentoring, Digital Media, Cooking Classes, PBIS, Mentors, Group Counseling, Big Brothers and Sisters, Winter Texan Pals, Service Clubs	Family Marriage Parenting Literacy Centers, Job Prep, Honor Codes, American Dream Training, Home visits	Churches, BISD/CIS, ISD Counselors, College Counseling Practicums, UTRGV Parent Programs	By the end of the grant cycle, each student will reach the BISD Discipline Goal (<1.1% referrals) using the Discipline Reports as measures on yearly basis.
Communication			CSL Projects, College Tours, Chess, USTA Summer Camps, Swimming, College Tours, Rec. Sports, Remedial Education, Transition Camps, Fish Camps, UTRGV Summer Camps, TSC Summer Programs, Father and Son, Mother and Daughter.	Grandparent Stories, Art, Drama, Chess, Spanish, English Wise Parenting, American Dream Training, College Paths, Incentives	BISD/CIS, UTRGV, TSC, WF, Nonprofits, work studies, Teachers, CCMS, SWK, Big Red Ranch	By the end of the grant cycle, each student will reach the BISD Dropout Goal (<1.5%) using the Daily Attendance and 6 wks. grade reports as measures.
Challenge			Setting, College Fairs, ESL, GED, Campus Beatification, Council Fundraising, Summer Camp Parent Workshops, Internet Café, Extended Library Hours, Science Nights, Academic Fairs, i-Tutors, College Tours, SOS Team	Parent Meetings, Labs, Literacy Centers, CTE Workforce Skills, College Paths	BISD/CIS, ESC 1, TSC Parent Dept., GEAR UP, TRIO, Coastal Lab, GP Zoo, CATE Dept.	By the end of the grant cycle, each student will reach the BISD Graduation Goal (92%) using the TAPR Graduation reports as measures.
Co-ops			Entrepreneurships, Job Shadowing, Internships WFS Certifications, Alcohol Tobacco or Drug Classes, Open Labs and Chess, Career and College Tours, SOS Teams, College Mentors	STAAR Labs, Tutoring, Etiquette Classes, and Teen Chats Resume Building, American Dream Training	BISD/CIS, ESC Parent Dept., CTE, TRIO, Coastal Lab, GP Zoo, CTE Center	By the end of the grant cycle, 70% of students will reach the BISD College and Career Entry Levels and will be tracked for completion using UTRGV reports.

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

County-district number or vendor ID: **031-901**

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation.

Scientifically Based Research Practices (SBPR)

All ACE curricula 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. SBPR activities will help students meet the State and local student academic achievement standards. **Effective collaboration** between the ACE and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after school learning and enrichment (de Kanter et al., 1997). The analysis of State observation data (TEA ACE Evaluation Reports, 2013) showed the **three instructional approaches** used by BISD to distinguish **High Quality ACE activities**: 1.) Activities are clearly designed to achieve explicit objectives. In the high quality academic enrichment sessions, the instructors clearly state the learning objectives and then lead students through a variety of learning activities related to those objectives. 2.) Intentional use of time is anchored in planning and pacing, found to be essential for keeping students busy and engaged throughout the observed sessions. Materials will be ready when the sessions begin. Routines are worked into sessions so little time is wasted when students begin sessions and transitioned from one activity to another. The pace is generally quick, and, as a result, student accomplishments by the end of the activities were evident. 3.) An active and interactive instructor will continually engage with students, even when students are working in small groups or on their own. The instructors will move about the room, look over students' shoulders, asked questions that deepened student knowledge, notice and help when students have trouble, and manage student behaviors before any students became disruptive.

ACE Curriculum plans will have a strong alignment with TEKS. ACE that combines direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects help students acquire a set of **skills useful in school and in life** (Funkhouser et al., 1995). Research also shows that after school programs that provide a **wide variety of enriching and engaging activities** make learning fun. Quality programs give children the opportunity to follow their own interests or curiosity, explore other cultures, develop hobbies, and learn in different ways. Successful after school programs seek to **involve parents** in orientation sessions, workshops, volunteer opportunities, parent advisory committees and in a wide range of adult learning opportunities, such as parenting education, computer training, GED training, and English as a Second Language (*Safe and Smart: Making After-School Hours Work for Kids*).

National Best After School Program (ASP) Practices

TSC will support and improve family engagement with the following **six research-based strategies** that 21st Century Community Learning Centers and other similar programs can use to improve their family engagement efforts (Bouffard, Westmoreland, O'Carroll & Little, 2011; Little, 2011). 1.) **ACE will have adequate and welcoming space to engage families and students** by establishing a "family plaza" in which family members can find resources about the program and services in the community with welcoming signage at the center accessible in the languages spoken by the families served. 2.) **ACE will establish policies and procedures to promote family and student engagement by ensuring** a section on family engagement in their operations manuals, a family handbook, strategies for engaging families as part of the program quality standards; and at least one family open house per year. 3.) **ACE will communicate and build trusting relationships by offering** frequent and positive communication with family members; treating family members with respect; asking them about their own lives and interests, as well as those of the students in the program; and ensuring that interactions with family members are not solely in response to negative student behaviors or performance with a communications log to monitor the frequency. 4.) **ACE will be intentional about staff hiring and training to promote effective participant interactions.** ACE will hire staff who reflect the demographics of the families served and who are trained in respect for cultural differences, including an examination of their own biases to include ongoing continuous improvements with staff meetings. 5.) **ACE will Connect families to each other, to the program staff, to schools, and to other community institutions to support a more holistic approach to education**—one that requires afterschool programs, schools, and families to partner to provide expanded opportunities for learning throughout extended learning and the calendar year. 6.) **ACE will help support families and their basic needs** by providing access to community resources to hosting forums and discussion nights to address topics of concern to families to providing training on leadership and advocacy. **Business, Parent and Student Councils** will be established at all centers to ensure continuous feedback with student, family and business engagement.

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

County-district number or vendor ID: **031-901**

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success.

The list below indicates the various types of ACE program activities and how they will improve student academic achievement and overall student success. TSC, UTRGV, BISD, ESC 1 and BISD/CIS have coordinated ACE MOUs.

TSC Enrichment Programs (Sports and Fine Arts)

- ❖ **Cool Place for Learning:** Creative activities, caring staff with fun enrichment and learning outlet.
- ❖ **Motivation:** Grant attendees will get treats and drawings for prizes donated by community
- ❖ **Mixed Reality:** Ai Learning Environments with Virtual Reality and Blended Learning
- ❖ **College Tours:** College Tour participation will be based on ACE attendance and performance.
- ❖ **Summer Camps:** Summer Camps, and Career Field Trips will be reserved for active students.
- ❖ **Potluck Days:** Special days will be created to give students their respective games or treats
- ❖ **Coding Courses:** PK-12 grade Coding classes for both girls and boys to advance careers

BISD STAAR & Grades Performance (Academic Assistance)

- ❖ **Selecting Top Teachers:** BISD and College Professors providing Team Teaching classes.
- ❖ **Embedded Learning (EL):** Reading, Writing, Math and Science infused with creative enrichment.
- ❖ **Tutoring:** i-tutors, college mentors and specialized teachers in chosen fields will tutor daily
- ❖ **Project Based Learning (PBL):** project based activities for group learning and showcasing work
- ❖ **STEAMS:** Targeted Science, Tech, Education, Arts and Math instructional hands-on activities.
- ❖ **IEP Incentives:** Individualized rewards will encourage performance on grades and state exams.
- ❖ **SMART labs:** Creative learning labs with support for TSI/SAT/ACT/PSAT and STAAR exams.
- ❖ **Adult Classes:** Creating ESL, GED and Computer classes for adults will inspire students.
- ❖ **Creative Adjunct sites:** Zoo, Coastal labs, and CATE labs will allow for real world experiences.
- ❖ **Extended Hours:** Library and Computer labs will open for ACE research, print and Wi-Fi services.
- ❖ **Chess Coordination:** BISD will partner with colleges to expand chess opportunities

Parents as -Educators Programs (American Deam School Family Services)

- ❖ **IEP:** Individualized Educational Plans will address behaviors and home life issues
- ❖ **Personal responsibility:** Students will develop personal responsibility to avoid victim mentality
- ❖ **Parent Connection:** Ongoing communication with parents/guardians to discuss learning issues.
- ❖ **Clear Rules:** Posted clear and consistent rules with consequences and rewards will set culture
- ❖ **Leadership:** Visibility of school leaders and college mentors will enforce safe positive ACE climate
- ❖ **PBIS:** Positive Behavioral Intervention Strategies such as Peer Mediation and Ropes Challenges
- ❖ **Goal Setting:** GRIT/ZEST concepts will help make better decisions and assist with life adversities
- ❖ **Positive Influences:** Speakers and workers will instill a positive mindset and increase self esteem
- ❖ **Hero Program:** Men will serve as campus guardians and roam the ASP on rotating schedules.
- ❖ **American Dream School:** Parent resources and training on how to improve their financial status

Character Building (Social Emotional Learning)

- ❖ **Mentoring Teachers:** Master certified teachers will personally mentor 5-10 at-risk students
- ❖ **Accelerated Instruction:** ACE labs will provide grade, credit and homework recovery
- ❖ **Dual enrollment:** HS will be transformed into an Early College center for local and online credits
- ❖ **Bilingual Staff:** Staff with English/Spanish speaking abilities will help large Hispanic population.
- ❖ **Home Visits:** Home visits will be conducted to meet with absentee participants in their homes.
- ❖ **Summer Learning:** Summer remedial learning will increase promotion rates and state test scores
- ❖ **Higher Expectations:** College bound tours and culture will raise post-secondary expectations.
- ❖ **No Dropout Zone:** GRIT/ZEST training for all educators and participants in all ACE campuses.
- ❖ **Parent Workshops:** Customized academic bilingual workshops will train parents on promotion, graduation, college and effective teen strategies to avoid common pitfalls.

TSC/UTRGV College and Career Readiness Programs (PK-21 Programs)

- ❖ **Grad Coach:** Will build systems and processes for graduating students with lifelong learning skills.
- ❖ **Secondary Focus:** HQ/HE teachers will individualize learning to ensure post-secondary success.
- ❖ **Role Models:** successful professionals in the community will build both motivation and inspiration
- ❖ **College Networks:** Post-secondary training, preparation and workshops will be given by partners.
- ❖ **Flagging Problems:** Student tracking for problems will recover students and provide intervention.
- ❖ **School Rigor:** Rigorous curricula will align with college bound climate past graduation.

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

County-district number or vendor ID: **031-901**

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.

ACE TSC Marketing

The TSC Marketing & Community Relations team will disseminate information about the center, including its location, to the community in a manner that is both understandable and accessible. TSC will provide expertise in key areas to the success of the program such as marketing, social media, public & media relations, event coordination, advertising, publications, design, and web administration. The Marketing & Community Relations Office will serve as the primary contact between TSC and the news media to increase public awareness and understanding of TSC. Additionally, TSC will assist in the creation, development, and promotion of partnerships between the college and the community. TSC’s Marketing & Community Relations Office maintains the college’s social media sites including Facebook, Twitter, LinkedIn and YouTube. **TSC already filmed and promoted the TSC ACE Focus Group in their marketing strategies.**

ACE Partnership Marketing

BISD will disseminate information about the center, including its location, to the community in a manner that is both understandable and accessible through diverse media such as; District, Campus and Project Brochures, District, Campus and Project Newsletters, District TV/Radio PSA Announcements, District, Campus and Project Newspaper Articles, District Marketing Materials, New Parent Handbooks, Radio and TV Ads, District, Campus and Project Flyers, District, Campus and Project News Stories & Parent Letters, Campus Bulletin Boards posting project work and pictures in the front of the school. A **daily menu of services** will be encouraged for each site to direct parents and community to appropriate classrooms for ACE signage and information. School **announcements** will be made concerning the ACE program, **cafeteria recruitment** will occur with an ACE table for special ACE student birthdays and event recruitment, monthly **staff presentations** will be made and a competition rewarding the top classrooms with ACE students in the program. **Teaching staff will assist** disseminating information to parents and have a recruitment enrollment goal for keeping their class active. Staff will disseminate **drive by flyers** for parents during pickup time and do home visits when appropriate. **Word of Mouth:** The most important component will be word of mouth by students who will love the dynamic age appropriate activities, caring staff and a safe and bully free learning environment. Hope for the **American Dream** will also inspire parents towards higher expectations. ACE will be a springboard for College. Program information will be shared with the community in both English and Spanish as appropriate. In addition, program information will be shown on BISD’s Public Television Network Channel 17, shared through monthly/quarterly flyers, made available at BISD’s Public Information Office, shared with Learning Centers’ Site-Based Decision Making Committees, placed on bulletin boards at the Learning Centers, and made available at community-based meetings. The Learning Centers will work closely with the Grants Department, Public Information Department, District Advisory Committees, and Community organizations to disseminate information. The Learning Centers will submit program information including success stories and students/parent written stories to the Brownsville newspaper and the local TV station on a regular basis. The Learning Centers will also maintain announcements, information, photos, and working calendar of services and events on their own website as well as through a link to the district’s website. Additional free marketing includes:

- ✓ **BISD/CIS-** Steve Majors is the Vice President for CIS Communications. Steve Majors is a senior communications professional and media strategist with a diverse background in journalism, public relations and national nonprofit communications. Steve’s expertise in media relations was developed by his experiences as a TV producer, first in major markets across the country, and then in New York where he held successive leadership positions at CNBC, MSNBC and NBC’s Weekend TODAY show. CIS will promote and market ACE in their respective national markets.
- ✓ **UTRGV-UTRGV** will use various outlet marketing strategies for ACE. **Vaquero Connection** is a monthly newspaper feature that explores career pathways and offers college readiness information to over 34,000 Rio Grande Valley juniors and seniors. The **UTRGV Street Team** is our group of 5 students out and about in the community – on and off campus. The Street team will go into schools giving out cool UTRGV promo items, taking photos and video for our social media pages, or getting crowds pumped up for an event. The **UTRGV Social & Digital Team** is part of UTRGV Public Relations Department and will create ACE social media to connect and engage with the UTRGV community to include: UTRGV Social Media Directory, UTRGV Social Media Feed, UTRGV Messenger, UTRGV 360° Virtual Reality Tours
- ✓ **Region One ESC-ESC 1** will promote ACE through their marketing outlets to include Texas School Public Relations Association; National School Public Relations Association; Action 4 News; KRGV; Telemundo; The McAllen Monitor Tammi Cupples; Valley Morning Star Fernando del Valle; Brownsville Herald Gary Long.

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

County-district number or vendor ID: **031-901**

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home.

TSC Transportation Services

BISD will fund and provide customized busing transportation needs of participating students '*riders*' and will provide travel safely to and from the center(s) and/or adjunct sites and home for all students participating in the TSC ACE program. Safe student travel from the centers to home will be ensured by strictly adhering to the forms, schedules, and rules clearly defined and outlined in BISD policies. Certified bus drivers will manage the buses and student dismissal protocols will be stringently adhered to daily. **BISD** will ensure a reliable and safe transportation process for participants including all state laws under Texas Transportation Code Title 7, Chapter 547.7015, Education Code 34.002, and Texas Administrative Code, Title 37, Part 1, Chapter 14.

Participating Students

Policy identical to the regular school process will be set for '*walkers*' and *participating students* who are age appropriate eligible to walk home. *Walkers* may be required to be signed out by parents or authorized family members on certain days that get dark earlier, usually fall and winter, if a parent so desires. Students who are too young to walk and do not ride the bus will need to be signed out by parents or authorized family members identified in the student's application form. Also contained in the file will be the child's address and emergency contact information, and drop off schedule for the bus drivers; similar copies will be maintained in the coordinators office. K-2 participants will wear an ID badge with their student identifying information for an undetermined amount of time until the student and bus drivers become familiar with their routes. Program attendance and bus privileges can be revoked if a participant is disorderly during the bus ride home. The transportation department will be kept abreast of discipline problems and can recommend the student be expelled from the ASP. Bus drivers will maintain communication with site coordinators to report any behavioral issues. Busses used during ASP will meet all local and state inspection requirements manned with trained state certified bus drivers with emergency training procedures and first aid kits. In the event a delay or mechanical issue hindering transportation occurs, bus drivers will be required to communicate the situation with the program coordinator. Procedures will be in place for students to report to the bus pickup station or parent station upon daily ASP completion. **BISD Bussing Guides** include safety tips for all participants to follow which includes:

TSC ACE Students

- Try to get to your bus stop at least 5 minutes before your bus is supposed to arrive. When the bus approaches, stand at least three giant steps—6 feet—away from the curb. Line up away from the street.
- Line up facing the school bus door—not along the side of the school bus.
- Don't play in the street while waiting for the school bus.
- Don't approach the bus until the bus has stopped, the door has opened, and the driver says you can get on.
- If you have to cross the street in front of the bus, always walk on the sidewalk or along the side of the street until you are at least five giant steps— 10 feet—ahead of the bus. Then you can cross.
- Before you cross, make sure the bus driver can see you, and you can see the bus driver. Wait for a signal from the bus driver before you cross the street.
- When you climb the steps onto the bus, hold onto the handrails.

TSC/BISD Teachers from Center to Home

- Have at least one adult present at the bus stop to supervise the children.
- Let your children know that you won't be upset if they don't run back to the bus to pick up a jacket they left on a seat or grab school work that they accidentally dropped near the bus.
- Encourage your children to sit quietly on the bus and listen to any instructions given by the driver.

BISD Drivers

- When you back out of your driveway or leave your garage, be on the alert for children who are walking or bicycling to school.
- When driving through an area marked with school zones, watch out for children who are walking or bicycling to school. They may be thinking more about school than traveling there safely.
- Whenever children may be in the area, slow down. Be on the alert for children walking in the street, particularly in neighborhoods that have no sidewalks.
- Watch for children who may be waiting or playing near a bus stop.
- Watch for children who may be hurrying, and who may dart out into the street without checking for traffic.

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

County-district number or vendor ID: 031-901	Amendment # (for amendments only):
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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.**

TSC ACE Volunteers
ACE plans to encourage and use appropriately qualified persons to serve as ACE Volunteers with appropriate policies in place for screening and placing volunteers in targeted areas and grade levels. Volunteers will service in activities carried out through the community learning center specifically with **early childhood activities that require reading stories, art, music, and chess and mentoring one on one** building projects through Home Depot/Lowes for high at risk students who need a caring adult. These volunteers will be College Students, Graduate Practicum's, Winter Texans, AARP workers and other senior volunteers with collaborations with Elderly Day Centers such that will help provide qualified senior volunteers volunteering in their areas of expertise. The required training for all volunteer workers and staff will include at a minimum a standard childcare workbook for working with children, appropriate immunization shots, CPR first aid training, staff development training, and a background check. Agency seniors must also meet eligibility and interview requirements. Senior citizens' and disabled students' accommodations, parenting skills, literacy needs and childcare needs will be addressed at each center. The proposed learning centers will serve a wide variety of special needs and constantly look to serve specialized needs. The program will attempt to **establish Family Plazas** for families at each site whereby senior citizens will be utilized to teach English and Literacy through writing, reading and conversation classes.

TSC and BISD Requirements
 The Texas Education Code, 22.053, (b) defines a school district volunteer as "a person providing services for or on behalf of a school district, on the premises of the district or at a school-sponsored or school-related activity on or off school property, who does not receive compensation in excess of reimbursement for expenses." Volunteers, chaperones on all school sponsored trips, booster club members, and PT/PTO members need to fill out a **volunteer application** if they will have contact with students or will volunteer during school hours. Anyone interested in serving as a BISD school volunteer for the school year must submit a completed, on-line volunteer (campus clearance) application including a criminal history release form. Applications are available on the BISD website. A Social Security Number may be requested in order to verify criminal history records. BISD District Policy GKG (Legal) requires a criminal history record of all school volunteers. Provide evidence of identity after submitting the application with a copy of a valid (unexpired) Texas Driver's License, state issued ID, United States Passport, U.S. military card or draft record, or Alien Registration Card (with picture) to the campus parent liaison. Once volunteers meet these requirements, the campus administrator or parent liaison will receive an "Authority to Report to Volunteer" which allows the volunteer to begin service. Volunteers from the last school year must renew their applications for the new school year. Those not cleared to volunteer can attend meetings/parent conferences but cannot stay on campus to volunteer. All participants in the ACE program will be **required to sign-in and sign-out daily** at each center as per ACE procedures and only authorized parents or guardians will be allowed to pick up the student. The primary understanding for ACE safety is to follow the set ACE policy and procedures in alignment with standard BISD protocol for all students, parents and teachers. This includes: Reducing the number of open doors that are accessible to outsiders once the normal school day has ended; providing highly visible coordinators and security personnel with well-lit areas for daylight savings time; concentrating after-school and weekend activities in limited areas of the building and avoiding activities that spread out all over the school; targeting most appropriate spaces for functions with safety considerations; gating off sections of the building not being used; allowing a one way entrance into programming schedule through main office; building specific security requirements for partners to use school facilities; keeping written records of scheduled use, contracts and agreements, facility use and emergency policies and procedures, and related issues with training provided for all emergency codes; providing adult supervision for increasing adequate after-school and weekend facility; developing, testing and training staff on emergency/crisis preparedness guidelines for after-school and weekend hours to include inclement weather and bomb threats; including coordination with public safety agencies for after-school and weekend situations; ensuring surveillance cameras to deter and record activity, keycard access to control staff access to restricted areas, locks and alarms for high-value and high-risk areas, communications equipment for custodial personnel and activity coordinators, access to phones for after school users to use in an emergency, adequacy of interior and exterior lighting (including parking lots), and related strategies; posting program expectations and creating the rules for behavior with strict adherence to the consequences; developing a parent discipline contract that allows for behavior agreements.

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

County-district number or vendor ID: **031-901** Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability.

TSC and BISD Sustainability Plan

The TSC/BISD ACE Sustainability Plan will target future development beyond the grant cycle with signed BISD Board letters of support with 100% signatures (see Appendix G: Board Letters). The Sustainability Plan will align with BISD initiatives for sustainable non regular school hour elements to include but not limited to the following: Academics, Enrichment, College and Career Prep and Family Services. TSC ACE Scorpions will begin with ten sites and will eventually model a school/college partnership for after school services for the entire district of 58 schools. The chart below indicates the preliminary plan for how the community learning center will continue after grant funding ends. Compiled leveraged resources and purchased equipment for 21st CCLC usage from years 1-5 will account for less than half of the programmatic structure for years beyond the grant cycle. Further ACE resources will undoubtedly need to come from the community itself in order to sustain the program. The BISD School Board in the Fall of 2017 approved and implemented the 'Super Supper Program' and since offered 18,000 dinners for 2017-18 for extended day support yet the program still lacks the quality and funding of 21st CCLC teachers and community partnerships. TSC, BISD, UTRGV, BISD/CIS, WFS and ESC 1 have supported the 21st CCLC proposal as the community embraces the need of the program specifically for single working mothers. Funding amount for the ACE program beyond the grant cycle will begin at 60% of the currently proposed budget (years 1-5). Sustainability requires commitment from various funding

TSC ACE Scorpions-Sustainability Years Beyond Grant Cycle Funding

ACE Grant (Yrs 1-5)	TSC/BISD 15% Goal	BISD Community 10% Goal	Brownsville Partners 15% Goal	ACE Councils 5% Goal	RGV Businesses 5% Goal
Partnership building and investment stage; period to integrate into community 155 Members attended Community Council Meetings	GED Certification Dual Credit Transportation Classrooms Outreach Programs TSC Camps Campus Funds	Workforce Board Youth Dev Funds IHE Support Work studies PTO/PTA HS Mentoring TSC/UTRGV Tutoring CSL Projects TEA/ED Grant Coordination Workforce Solutions	Childcare Licensing Supper Supers Chess Federation Adult Ed. Classes Nutrition Program Collaborations Site visits BISD/Communities in Schools CIS CTE Programs UTRGV	Fundraising Scholarships Chess clubs ASP stores Community Events CAC Support Recruitment Advocacy Leadership Sponsors	Donations/ contributions Sustainability support CSL Projects ACE Champions Camp T-Shirts School Supplies Back Packs Hair Cuts Incentives

streams, a network of community partnerships, a strong parent council and the efforts of 155 Community Advisory Council (CAC) members working together. Meanwhile, all CAC partners will meet quarterly in forums to discuss the progress of the grant to ensure quality. ACE will work diligently in years 1-5 to demonstrate such a great community integrated program that closing its doors will not be an option. After 5 years, With the support of BISD, ACE plans to have additional 60% in acquired BISD services, BISD resources and BISD in-kind support with the strategies indicated in the chart below with the ACE Key to sustainability, "Do not place all your eggs in one basket!" Please refer to BISD letters of support from Board of Trustees.

TSC Grant Commitment- Dr. Rodriguez, TSC President with Superintendent Dr. Esperanza Zendejas will ensure that BISD is ready for the design challenges and will engage in the required sustainability plans that will allow the campuses to meet and sustain grant goals and objectives. The administration has invited the community to participate in the design of the grant creating a stronger ownership of the design and making the commitment even greater. Teachers will be compensated for the added extra duty work and will agree to extra duty pay for the benefit and welfare of ACE success. The added 70 Business Partnerships targeted will sustain the extra duty pay, personnel and incentives for ongoing improvements. A new culture and climate of excellence towards College and Career Completion further increasing grant commitment. BISD gives evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. BISD targeted principals with staff were presented the ACE plan and were included in the ACE design process with Grants Department Team. Campuses participated on a voluntary basis and submitted an MOU contract to serve ACE. All BISD administration have signed a sustainability plan with all partnerships (see Appendix E Memorandums of Understanding including the BISD-kind support).

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

County-district number or vendor ID: 031905	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.

Program Coordination: A key strategy for Project ACE is to coordinate federal, state, and local programs with the proposed program for the most effective use of public resources. Partnership coordination includes but not limited to the following partnerships (see Appendix A for all MOUs); **Local:** Businesses, Faith Based Organizations (FBO) to include Churches, City Government and Community Based Organizations (CBO) such as Communities in Schools, Boys and Girls Clubs and Community Development Corporations (CCDC) will work together to provide the resources and incentives that are typically not allowed by grant funds to create a dynamic and motivational college going culture are BISD. ACE will also deploy large volunteer services and resources; Community in Schools for social work case management; PEIMS Coordinator for evaluation support; student and parent organizations; and more importantly the school itself as the program will not be a standalone program but an extension of the school day so that funding such as Site Coordinators will work closely with community partners to leverage funds for the most effective use of public funds including the training and development of a Community Advisory Council (CAC). **State:** Institutions of Higher Education (IHE) will provide personalized college tours with access to college events, college work studies for mentors, dual enrollment opportunities during ACE time while BISD will make available state dollars to include TEA focus grants, State Funds, and TSC/BISD budgets that supplement ACE support. Title funds, migrant and special education resources can be utilized for maximum funding for the ACE. Shared resources such as the sharing of TA support during the ACE transitions helps reduce the student to adult ratio and keeps the program snack time and homework time smooth and productive. **Federal:** Grant coordination with other IHE Outreach services such as federal TRIO Programs (Talent Search, Upward Bound), GEARUP, Reading Initiatives and new TSC/UTRGV/BISD/CIS/ESC1/BISD grant strategies.

TSC/BISD Existing Programs: ACE incorporates new supplemental innovative services to extend the existing services for both the students and their families that need the extra time on task or need a non-traditional format for learning. First, all classes are STAAR aligned with quality lessons and teachers aimed at holistic level education impacting the child beyond just grades or STAAR scores. **Before School** will include Reading Clubs, Homework Clubs, Open Labs and Chess. **After School and Summer Camps** will include Free TSC Dual Credit, Homework Labs, Pearson Success Maker, Accelerated Readers, Compass Learning, Sewing, Credit Recovery, Grade Recovery, Team Sports, Criminal Justice Class, Alcohol Tobacco or Drug Classes, home visits, Fine Arts, Dance, Hi-Tech Classes, Cooking Classes, Freshmen Mentoring, College Mentoring, Digital Media, Grandparent Stories, Art, Drama, Chess, Spanish STAAR Labs, Tutoring, Etiquette Classes, and Teen Chats. Weekends will include CSL Projects, College Tours, Chess, USTA Summer Camps, Swimming, College Tours, Rec. Sports, Remedial Education, and Transition Camps. **Year Round Family Services** will include Parent Meetings, Labs, Literacy Centers, Vocational Education in Computers, Workforce Skills, Literacy Centers, Job Prep, Resume Building, Job Search, Parent Basics, Parent Goal Setting, College Fairs, ESL, GED, Campus Beatification, Council Fundraising, Summer Camp Parent Workshops, Internet Café, Extended Library Hours, Science Nights, Academic Fairs. ACE with American Dreams Schools Model include: new 1:1 technology, tutorials and ACE PD to improve Student Achievement in Reading/ELA; Classroom Modules and PD to improve Student Achievement in Mathematics; new Science ACE Labs; C&I to Improve Student Achievement in Science; new technology; ACE tutorials and C&I supplies to improve CORE courses; Self-Assessment of Progress; yearly STAAR data plan; Reports on performance by demographics; high quality data disaggregation to make curriculum decisions to improve student outcomes; Instant Assessment Tools and software; use of Standardized test reviews; higher teacher technology targets; new Teacher Observations for Highest Teaching Elements; Quality ACE Professional Learning Opportunity plus online support; greater Teacher and Student Attendance; Tutorials for at risk/ Low Performing students (LP); Data Disaggregation and Item Analysis Training; Participate in summer curriculum vertical alignment; End of Course STARR test training; Common planning periods; workshops for core areas; Leadership Mentoring; before and after school to extend learning day; Incentives for group performance in after school tutoring activities, parents trained in their children's academics with home visit events, cooperative learning; project based learning, enrichment personnel to support ASP; Before School and summer school support; Parent and Community evening events to engage academic support; Technology Support with ACE PD tech labs for teachers; Saturday events for PD; Parents and students; Parenting Skills Classes; Awareness through Outreach to solicit family and community involvement; Partnerships with community; Family Communication Links with Phone, internet and website; Coordination with local social and health service providers to help meet family needs; Adult parent education classes (including GED, adult literacy, and ESL programs); Meet the Teacher/Staff event; college STEAMS Events; Partnerships for incentives; Parent Workshops; Cyber Space Safe Parent; and GED Certification.

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Schedule #17--Responses to TEA Program Requirements

County-district number or vendor ID: **031-901**

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):	
	Hanna Early College High School 2615 Price Road Brownsville, Texas 78521		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12
9-digit campus ID number: 031901001		Cost per student: \$273				
"Regular" student target (to be served 45 days or more annually): 250		Parent/legal guardian target (in proportion with student target): 125				
		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):	
	Lopez Early College High School 3205 S. Dakota Avenue Brownsville, Texas 78521		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12
9-digit campus ID number: 031901007		Cost per student: \$273				
"Regular" student target (to be served 45 days or more annually): 250		Parent/legal guardian target (in proportion with student target): 125				
		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):	
	Pace Early College High School 314 W. Los Ebanos Blvd. Brownsville, Texas 78521		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12
9-digit campus ID number: 031901003		Cost per student: \$273				
"Regular" student target (to be served 45 days or more annually): 250		Parent/legal guardian target (in proportion with student target): 125				
		Feeder school #1		Feeder school #2		Feeder school #3
Campus name						

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By TEA staff person:

	9-digit campus ID number			
	Estimated transportation time			
Schedule #17--Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 031-901			Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):	
	Porter Early College High School 3500 International Blvd. Brownsville, Texas 78521		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	031901002	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student	\$273	<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				
Center 5	Name and physical address of center site:		The campus is (check all that apply):	
	Rivera Early College High School 6955 FM 802 Brownsville, Texas 78520		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	031901004	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student	\$273	<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				
Center 6	Name and physical address of center site:		The campus is (check all that apply):	
	Besteiro Middle School 6280 Southmost Road Brownsville, Texas 78521		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	031901048	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	Cost per student	\$273	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				
For TEA Use Only				
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Via telephone/fax/email (circle as appropriate)			By TEA staff person:	

9-digit campus ID number				
Estimated transportation time				
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 031-901			Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):	
	Faulk Middle School 2000 Roosevelt Street Brownsville, Texas 78521		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	031901043	Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	Cost per student	\$273		
	"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125
		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):	
	Garcia Middle School 5701 FM 802 Brownsville, Texas 78521		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	031901053	Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	Cost per student	\$273		
	"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125
		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):	
	Lucio Middle School 300 N. Vermillion Road Brownsville, Texas 78521		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	031901051	Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	Cost per student	\$273		
	"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	125
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			

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9-digit campus ID number				
Estimated transportation time				
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 031-901			Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
	Perkins Middle School 4750 Austin Road Brownsville, Texas 78521		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number: 031901046		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	Cost per student \$273			
	"Regular" student target (to be served 45 days or more annually): 250		Parent/legal guardian target (in proportion with student target): 125	
		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: **031-901** | Amendment # (for amendments only):
TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets.

TSC School Year Operations

TSC 21st CCLC will be operational for a total of 40 weeks @ 20 hours per week, per center with a Summer Program of total of 6 weeks @ up to 7 hours [min. 4.5 hour] per week, per center. Campus doors at BISD open at 7:00 am when the school day begins. The first bell rings at 8:05 am and the day ends at 3:15 pm for elementary, 7:40 am for middle school ending at 2:50 pm, and from 8:50 am to 4:00 pm for high school students as well. BISD will extend the day to 7:00 pm to accommodate the needs of the students and working parents. The schedule development process required the involvement of BISD administration and stakeholders including campus principals, counselors, Curriculum and Instruction directors, community members and parents. ACE proposes a 40 weeks per year program with 5 days per week for Fall and Spring (34 wks.); 5 days per week (6 wks.) for summer and weekends reserved for events, CSL Service or college tours.

TSC ACE Hours of Operation (40 wks.)

Day(s) of the Week	Fall Term (16 wks.) 9/1/18-12/21/18	Spring Term (18 wks.) 1/14/19-5/17/19	*Summer Term (6 wks.) 6/3/19-7/19/19
Student Services	Monday-Saturday	Monday-Saturday	Monday-Friday
Adult Services	Monday-Friday	Monday-Friday	Monday-Friday
Family/City Events	Saturday	Saturday	Saturday

TSC ACE proposes 16-20 hours per week

Day(s) of Week	Fall Term (16 wks.) 9/1/18-12/21/18	Spring Term (18 wks.) 1/14/19-5/17/19	*Summer Term (6 wks.) 6/3/19-7/19/19
Monday – Friday	7:00 - 8:00 am 2:50 - 7:00 pm	7:00 - 8:00 am 2:50 - 7:00 pm	8:00am-3:00 pm
Saturday	8:00 am – 12 noon	8:00 am – 12 noon	8:00 am-1:00 pm

Coordinated Grant Management

TSC and BISD have an effective coordinated grant management process, center operations, and corresponding budget plan that will help meet the program objectives and student service targets. TSC will work with BISD experienced Grant Administrators, Dr. Greg Garcia with 30 years of grant management with college and district grants and Edwin Barrera with 28 years of grant management will be providing oversight to the 21st CCLC grant. Edwin Barrera was selected by JCPenny as a National Afterschool Ambassador and was selected by the US Department of Education as a keynote speaker at national conferences. He was one of two from Texas selected for helping transition 21st CCLC to state management. He has worked as a 21st CCLC Director, Site Trainer, Program Evaluator and Consultant and has been funded 19 proposals across Texas and Georgia. BISD's approach to monitor student progress on an ongoing basis will be done by all stakeholders. The FTE Project Director (PD) will use a "Continuous Evaluation Model" to ensure continuous feedback and continuous improvement of the program. Teacher observations will be conducted on a daily basis by Site Coordinators (SC). BISD will be aligning the regular school day instructional program to afterschool instruction to ensure a continuous flow in learning and resources and receiving full support from principles (See **Appendix G-Campus Support Letters signed by principal and all campus staff**). Student progress will be measured at the end of the 2018-2019 school year. In addition, staff will hold weekly meetings with campus and center administration to review program goals, objectives, milestones, and progress on student data. Timely and frequent PD will ensure that quality staff is uploading timely and accurate entry into the TX 21ST Tracking System. Program Assistants will help inputting daily reports of required information entered by each site. The Site Coordinators will submit the required Import during the fall and spring terms to measure student academic progress. The Director will hold meetings each term and as needed to review the status of program goals and objectives, program planning, design, and improvement and will communicate with all community stakeholders on a regular basis on grant progress.

Grant Funds

The TSC ACE Budget Plan will meet the program objectives and student service targets by meeting all required personnel, meeting all performance measures and remaining at approximately \$273 per student at all sites for the 40 week period and will apply the continuous effectiveness model for achieving program objectives.

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

County-district number or vendor ID: 031-901	Amendment # (for amendments only):
TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality.	

ACE Evaluation Plan

Selected ACE Evaluator will spearhead the evaluation of the 2018-19, 21st Century Grant cycle 10 ACE program being sponsored by the Brownsville Independent School District (BISD) in conjunction with the (10) campuses: **Hanna ECHS, Lopez ECHS, Pace ECHS, Porter ECHS, Rivera ECHS, Besteiro Middle School, Faulk Middle School, Garcia Middle School Lucio Middle School, Perkins Middle School.** As defined by the Texas Education Agency (TEA), the ACE evaluation will document the program's implementation year (Cycle 10 Year 1) through the fifth (5th), and final, a requirement as per the Prime Blueprint for Evaluation of ACE (Version 9). The ACE IT will build on the BASIC evaluation of the program's operation which will begin during AY 2018-19. A major aim of the Evaluation report is to present an evaluation that is empirically-driven--- one based on data generated by ACE activities. Findings are presented in relation to the grant's purpose and objectives corresponding to four (4) program components: (1) academics assistance; (2) enrichment; (3) family and parental support; (4) college and workforces/career readiness. Activities under these components comprise the primary ACE intervention. They target the grant's five major objectives, structured within the Critical Success Model (CMS), of improving: (1) Academic Performance; (2) Attendance; (3) Behavior; (4) Promotion; and (5) Graduation Rates. The data analysis, using various procedures, will lead to the formulation of findings, utilized to identify and discuss recommendations for resuming its operations in subsequent AYs without 21st Century Grant support. Through most of the program's implementation, mixed evaluation methods will be used with quantitative and qualitative data collection and analysis. Data will be collected on students' demographics, ACE activities under its four components (the intervention), and outcome indicators of academic achievement (i.e., grades, absenteeism, behavioral/suspension problems, promotion & graduation) to evaluate the extent to which the grant objectives were achieved during an Academic Year (AY) and, in the final report, the extent of objective achievement in meeting the Cycle 10 grant objectives. BISD Data will also be collected from multiple sources, including academic achievement indicators, parents, instructors, project coordinators, and students, to evaluate academic achievement and views regarding the districts' afterschool program. For the first AY 2018-19 evaluation quantitative data will be used primarily to document the program outcomes for the AY as supported with qualitative data derived from consultations with the project director and program staff and this evaluator's knowledge of the program from previous data collection, i.e., with focus groups. The findings will suggest the program's outcomes, with respect to the meeting the grant objectives for the current AY 2017-18, with ranges from Moderate to High Achievement levels of achievement. The evaluation will be important to consider the program's continuation in view of having met grant objectives and the positive impact it has had on supporting student academic achievement through afterschool activities.

ACE Effectiveness Indicators

Site Visits, Observations, Videos, Pictures, Database reports, Staff Meetings, Project or TEA Evaluation instruments, teacher surveys, design includes processes for collecting data, including program-level (i.e., program activities, number of students served, etc.) and student-level academic (e.g., achievement results, attendance data, etc.). Monthly project forums, PTO/PTA meetings, campus staff meetings, Site Based Committee input and documented parent contacts, GED, SAT, ACT, STAAR, CDMI, Nelson Denny, Ottis-Lennon, Literacy Instruments, Pre-Post course instruments, SAT, ACT, AP, and college placements exams. The program evaluator, along with appropriate statistical analysis, will use gains and losses between pre and post instruments along with survey research (t-test, Multi-linear regression).

Program Refinements

ACE will utilize the formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. Program refinements and assessments will be the driving force behind program changes, new strategies, and instruments used for academic achievements. The program will also rely on existing instruments and district strategies that help guide key administrative decisions in improving the program. The BISD Grant Administrative Team (Dr Greg Garcia and Edwin Barrera) with **58 total years of experience (see Appendix F-Resumes) with over 22 different 21st CCLC programs in Texas and Georgia will assist the staff, evaluator and training required to facilitate a great program with sustainability not as an after thought but already integrated into the design and evaluation.**

Schedule #18—Equitable Access and Participation

For TEA Use Only

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County-District Number or Vendor ID: 031-901		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 type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID:

Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

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

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

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

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

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

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Tuancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):	
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p>Failure to complete this schedule will result in an applicant being disqualified.</p>			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6–Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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