

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)	RECEIVED TEA AGENCY - 1 AM 9:39 Place date stamp here.
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information


Part 1: Applicant Information

Organization name		County-District #	Amendment #	
Socorro Independent School District		071909		
Vendor ID #	ESC Region #	DUNS #		
74-6029385	19	012653853		
Mailing address		City	State	ZIP Code
12440 Rojas Dr.		El Paso	TX	79928
Primary Contact				
First name	M.I.	Last name	Title	
Alisa	C	Zapata-Farmer	Chief Academic Officer	
Telephone #	Email address		FAX #	
915-937-0305	afarme@sisd.net		915-851-7517	
Secondary Contact				
First name	M.I.	Last name	Title	
Jessica		Macias	School Improvement Officer	
Telephone #	Email address		FAX #	
915-937-0277	jmacia@sisd.net		915-851-7517	

Part 2: Certification and Incorporation

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

Authorized Official:

First name	M.I.	Last name	Title
Jose		Espinoza	Superintendent of Schools
Telephone #	Email address		FAX #
915-937-0013	Jespin01@sisd.net		915-851-7572
Signature (blue ink preferred)	Date signed		
	04/30/2018		

Only the legally responsible party may sign this application.

701-18-111-064

Schedule #1—General Information

County-district number or vendor ID: 071909 Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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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: 071909

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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On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071909

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: 071909

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: 071909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 071909

Amendment # (for amendments only):

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

Socorro Independent School District (SISD) is applying for the 21st Century Community Learning Centers grant in partnership with the YWCA Paso Del Norte Region and Read, Write, Create, Inc. a TEA pre-screened organization for the Region 19 area. Jointly, we will expand availability of safe, supportive academic enrichment resources to struggling children attending our schools in the highest poverty areas of the city. The 2016-2017 School Report Cards shows student demographics from the selected schools average 92.33% economically disadvantaged, 42.51% English Language Learners, and 98.32% Hispanic. We will introduce a daily, three hour after school program Monday through Friday including tutoring, homework help, art, music, fitness, robotics, science experimentation, coding, chess, yoga, dance, intramurals, guitar, cooking, technology, Lego club, book club, community gardening, mental health supports, and social emotional learning in a culturally relevant environment. At-risk students at nine schools will be recruited to join the program free of charge. College and career exploration and family literacy and educational development will be additional components which will expand outreach to the families. With a high percentage of English Language Learners at the selected sites, we will offer ESL classes in several formats (5 days a week and 2 days a week) to parents/family members at the centers. Our sites will provide those supports necessary to improve performance on required state assessments, on-time grade level advancement, and school day attendance, while decreasing discipline referrals and suicide outcries.

The needs assessment process used to identify eligible participants for this grant was based on the grant purpose of providing enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. PEIMS data was pulled from 2016-2017 TAPR reports and analyses were run to identify schools most closely meeting the grant criteria. Students who had not met standards on the STAAR in one or more subjects were identified and existing available resources were determined. The schools showing greatest need were selected and the number of recruited participants for the Texas 21st CCLC will be based on this data. At least 80 students from each school were found to be in need. The efficacy of this process will be determined by the success of the program at these selected sites. School principals, site coordinators, and the evaluator will all be instrumental in making sure the needs assessment correctly identified student participants and will recommend updates, if deemed necessary.

The Project Director, hired by the District, will oversee SISD's Texas 21st CCLC. The ACE Blueprint and ACE technical assistance will be used by this person in managing the project. The Project Director will be responsible for finalizing the project plan and ensuring a start date in accordance with grant requirements. Site Coordinators will be hired by our partners in collaboration with school principals and the Project Director. They are responsible for running the after school program on a daily basis, collaborating with teachers and administrators on student needs and academic performance. Site Coordinators will also work with the Family Engagement Specialist to organize literacy and parent sessions and work with the evaluator to ensure all data is gathered and reported on a timely basis. Family Engagement Specialists will be responsible for literacy and family engagement programs to include ESL and parenting classes. This person will work with our Adult Education Department to coordinate classes and provide additional training for working families at our 21st CCLC sites.

The contracted Evaluator will collect and review all grant documents including Center and Texas 21st CCLC plans and curricula, review all TEA evaluation report expectations and ACE Blueprint requirements. They will then work with the Project Director and the Centers to establish a data recording and collection plan that enables timely, accurate recording and reporting of each data element.

The budget was developed in cooperation with our partners, adhering to the allowable Grantee-Level, Center-Level, and Student Variable Costs. After school tutoring will be funded with extra duty pay for teachers who supplement and strengthen students' content knowledge and mastery of the TEKS. Enrichment activity funding will be budgeted through professional and contracted services.

Socorro ISD is committed to the success of every child, ensuring that each student is college and career ready. Personalized and extended learning opportunities will be sustained through new funding sources and new strategies developed in collaboration with our Texas 21st CCLC Advisory Board, our School Board, our partners, and district and campus leadership. Sustainability planning will begin during Year 1 so that best practices of the Texas 21st Century Community Learning Centers continue after funding ends.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 071909			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,130,475	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$162,000	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$72,500	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$50,270	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,415,245	\$70,762	\$
5% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,415,245	\$70,762	\$1,486,007
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,415,245
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:					\$70,762

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: 071909		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		45	\$
3 Tutor		9	\$
Program Management and Administration			
4 Project director (required)	1		\$59,000
5 Site coordinator (required)	9		\$360,000
6 Family engagement specialist (required)	1		\$45,000
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$464,000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay		\$224,480
25 6121	Support staff extra-duty pay		\$300,240
26 6140	Employee benefits		\$141,755
27	Subtotal substitute, extra-duty, benefits costs		\$666,475
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,130,475

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: 071909		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	Program Evaluation	\$27,000
2	Curriculum modules, technical assistance, and professional development	\$135,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$162,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$162,000

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

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 071909	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:	\$72,500
Grand total:	\$72,500

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 071909		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.	\$22,500
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$27,770
Grand total:		\$50,270

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: 071909		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:				\$

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: 071909			Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	Bachelor's degree, preferably in education or business administration; Master's degree preferred. Full time position requiring experience in grant management, after school programming activities, student recruitment, strong communication skills.			
2.	Site Coordinator(s)	Bachelor's degree; experience managing educational activities and people. Bilingual, detail-oriented, data reporting required. Strong communication skills, ability to command authority. Ability to build relationships with students, families, principals, and campus personnel.			
3.	Family Engagement Specialist	Bachelor's degree; bilingual in English and Spanish, ability to form relationships with families, strong recruiting capabilities. Teaching certification preferred. Full time, ability to work evenings and weekends			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Staffing, Contracting & Partnering	1.	Recruit, hire Project Director, Site Coordinators	08/01/2018	09/01/2018
		2.	Recruit, hire tutors, Family Engagement Specialist	08/01/2018	09/01/2018
		3.	Order supplies, technology	08/01/2018	09/01/2018
		4.	Collaborate with partners on hiring and ordering	08/01/2018	09/01/2018
		5.	Set up space/classrooms/schedules	08/01/2018	09/01/2018
2.	Recruit and Implement Academic Enrichment Pgm	1.	Notify campus administration, students, parents	Upon NOGA	08/15/2018
		2.	Create recruitment materials	Upon NOGA	08/15/2018
		3.	Train staff	Upon NOGA	11/01/2018
		4.	Coordinate with classroom teachers	08/15/2018	06/01/2019
		5.	Identify student strengths/areas of interest	08/15/2018	06/01/2019
3.	Engage Families	1.	Coordinate schedules for Family Literacy by site	08/01/2018	06/01/2019
		2.	Recruit families for variety of programs	08/15/2018	06/01/2019
		3.	Track data on family activities	09/01/2018	06/01/2019
		4.	Coordinate ESL with Adult & Community Ed	08/15/2018	07/30/2019
		5.	Coordinate sessions with Campus Parent Liaisons	08/15/2018	06/01/2019
4.	Evaluate Program Effectiveness	1.	Hire external evaluator	08/01/2018	09/01/2018
		2.	Create evaluation plan with logic model	08/15/2018	09/15/2018
		3.	Identify data collection processes	08/15/2018	09/15/2018
		4.	Create any new surveys/focus group questions	09/01/2018	10/01/2018
		5.	Prepare mid-term report and year end reports	12/01/2018	06/01/2018
5.	Build program sustainability	1.	Create advisory council	09/01/2018	10/01/2018
		2.	Identify parent and community volunteers	09/01/2018	06/01/2019
		3.	Identify new Partners in Education	09/01/2018	06/01/2019
		4.	Coordinate with CIS and Parent Liaisons	09/01/2018	06/01/2019
		5.	Present plans to Board/SIT Committees/Community	11/01/2018	06/01/2019
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: 071909

Amendment # (for amendments only):

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

Nine schools will be served by this grant from grades Pre-K to 8th. These schools are located within close proximity of the U.S.- Mexican border where Spanish is the primary language spoken in the majority of households. There are only a few resources in the neighborhood that supports this area. The historic Mission Trail is located here, along with the Ysleta Del Sur Pueblo which is the reservation where our Tigua Native American population lives. The reservation has an education building for their Empowerment Program, which serves about 100 of our Tigua students with after school and summer activities. Most other resources in these high poverty neighborhoods are provided by the school district. In identifying the needs of students and families, Campus Improvement Plans, School Improvement Teams (SIT) meeting minutes, District Climate Surveys, discipline data, attempted suicide data, attendance data, PEIMS data, and state assessment results were used. During the comprehensive needs assessment process, this data was used to analyze common barriers to students success, student needs and resource gaps.

The intended pupose of the 21st Century program to provide enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools was a primary factor used in determining which schools to include in this Cycle 10 application. Data was pulled by school for those at risk, economically disadvantaged, and Limited English Proficient (LEP) based on the 2016-2017 TAPR. 11 schools were above 80% economically disadvantaged, 30% LEP, and 50.3% at risk. These were the schools where we began further exploring existing available resources for selection of schools. All campuses in consideration currently have WIN Academy in place. WIN (Work hard, I can do it attitude, Never give up) offers a number of strategies to support students who struggle in a traditional educational setting including an extended school day Monday through Thursday (until 4:15 p.m.). WIN classrooms provide personalized learning with 1:1 digital devices, allowing us to leverage technology in our 21st CCLI enrichment activities. We also looked at other resources already being offered at each of these campuses to identify best fit for after school learning communities. Our Community Education department offers Adult Education and Literacy Services during the day at two of the selected campuses. These 3-hour 5 day a week ESL classes with a parenting component offer child education for children ages 3 and above. We can leverage this existing resource for working families by adding courses in the evening at our selected 21st CCLI sites using a best-fit Adult Literacy curriculum. Collaboration between our Family Engagement Specialist, District Title 1 Parent Liaison Specialist and Community Education department will ensure that lessons learned and best practices are shared.

Latchkey children are the norm in this demographic. Exposure to enrichment opportunities and resources available throughout the city are quite limited to them. By introducing an after school learning community, we can support the entire family with tutoring by teachers who are familiar with learning gaps, and enhance learning by partnering with the YWCA El Paso del Norte Region. YWCA offers a research-based Science, Technology, Engineerering, Arts, Math (STEAM) curriculum with outcomes showing higher graduation rates, improved reading and math skills, stronger social skills, improved classroom behaviors, increased completion of homework, increased participation in class, and reduced absenteeism. According to Afterschool Alliance, 83% of parents with children in after school programs agree that after school programs help working parents keep their jobs and 85% agree these programs give peace of mind about their children while at work. For middle school students, Read, Write, and Create, Inc. has extensive experience recruiting and retaining at-risk students using a well-researched enrichment program that engages students in creative project based learning. Read, Write, and Create, Inc. has experience with 21st Century grants and El Paso-area schools.

The National Alliance of Mental Health (NAMI) El Paso provides advocacy, education, support, and public awareness so that individuals and families affected by mental health conditions can build better lives. In light of recent suicide outcry data, we will work with them on mental health and social emotional learning opportunities. We will leverage NAMI services with our school counselors to offer resources in this area. Arts and crafts, dance, music, fitness, intramurals, languages, robotics, coding, and karate are other resources that will be provided during the enrichment period. College and career exposure opportunities will be offered with El Paso Community College, the University of Texas at El Paso, and our high school academies so that students are ready to select a pathway by their 8th grade year, a requirement of House Bill 5.

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

County-district number or vendor ID: 071909	Amendment # (for amendments only):
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Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

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

SISD plans to partner with the YWCA El Paso del Norte Region for the 21st Century Grant for Pre-K through 5th grade students. Read, Write, Create, Inc. will partner with us for the 6th-8th grade students and SISD's Adult Education, funded through the Texas Workforce Commission, will partner with us for adult literacy/ESL classes. YWCA currently exists in over forty elementary schools and serves over 2,000 students in El Paso County. With this grant, the YWCA Science, Technology, Engineering, Arts, and Math (STEAM) enrichment curriculum will be implemented in seven new campuses in grades Pre-kinder through 5th grade. YWCA is committed to broadening the STEAM learning system in our region while improving students' academic performance. The YWCA After School and Summer Programs use evidence-based curricula that challenge students to think critically, design and create, and solve problems. Lakeshore Real WorldSTEAM Challenge Kits, Mango Math, Mindworks, Crazy 8's, and PCS Adventures Brick Labs modules are used in the experiential labs that engage learners in thematic units ranging from sign language to "The Allowance Game." The proposed partnership will include the hiring of the site coordinators at sites where YWCA will provide staff and tutors, the STEAM curriculum and supplies, snacks, and other enrichment activities. The proposed partnership with Read, Write, Create, Inc. will be similar with them providing teachers and supplies for their enrichment curriculum, however, the District will be responsible for providing snacks to 6th-8th grade students. They offer five Read, Write, Create curricula: 1) Science, 2) Art, 3) Math, 4) Reading and Writing Lab, and 5) Crazy Games of STEAM. Crazy Games of STEAM includes math games, science games, skill-based games, engineering-based games, and online art activities. The activities keep students engaged while they are learning new skills. The option of selecting a game is very important in after school. The student is not doing the same thing as everyone else and it gives the student a sense of freedom and individual responsibility. On some of these games, students can use a code to compete with each other. This program works well in attracting teenage students. All sites will be housed at Socorro ISD schools, using existing facilities, administration and support staff, SISD teachers who will provide after school tutoring, and District-provided bus transportation. Socorro ISD Department of Adult Education and the Title 1 District Parent Liaison will collaborate with the 21st CCLC Family Engagement Specialist to deliver adult literacy, parenting sessions, and other family engagement activities.

The partnership will expand and capitalize on the strengths of each partner. YWCA, well-known for their dependable, safe and supportive child care throughout the region bringing peace of mind for working families, will expand the number of children/families served in El Paso with an engaging, exciting STEAM curriculum. Read, Write, Create, Inc is well-experienced in recruitment and engagement of 6th to 8th grade at risk youth in a quality enrichment program and will bring their strengths to these students. Students targeted for this program are considered at-risk and in need of extra tutoring, homework help, and engaging academic enrichment activities. This collaborative effort will ensure that students receive these additional supports, while participating in fun, educational activities designed to improve academic performance. According to the Afterschool Alliance, children who participate in After-School Programs show increased participation in class while developing stronger social skills and improved reading and math skills. The partnerships between the YWCA, Read, Write, Create, Inc. and SISD have the capability to improve academic performance, attendance, and disciplinary issues.

During Year 1 of Cycle 10 21st Century Community Learning Centers, Socorro ISD will form an advisory board with our partners and other community resources to identify potential means to continue after school programming. Data will be collected on program impact and used to identify strengths and critical program components. Currently, we have several advisory boards in existence such as the one at our T-STEM Academy and a Career and Technical Education (CTE) Advisory Board. These can be called upon for suggestions and recommendations. Plans will be formulated about best ways to lower cost. Reduction in the number of locations or number of hours staffed, volunteer programs such as VASSP, our parent volunteers, college student interns, and other funding sources are some of the options that will be explored. The YWCA also actively seeks external funding partners and will look at the possibility of a reduced fee schedule.

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

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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 those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

There is growing recognition that participation in after-school programs reduces high-risk activities and improves behavior, attendance, and grades at school (Vandell et al, 2007; Lauer et al, 2006; Durlak & Weissberg, 2007). Students have limited after-school options during the elementary school years, frequently encountering lack of exploration and growth opportunities during this daily time period. Many campuses encourage students to join organizations such as National Junior Honor Society, robotics, culinary arts, and other clubs and sports teams, but these offerings are limited until 7th grade or above. Furthermore, if students are not passing their courses, sports and clubs may be prohibited.

The 21st Century Program will create a safe after-school environment where students can receive homework and tutoring help, literacy and enrichment activities that support active engagement in learning that will promote deeper learning, personalized learning opportunities, and positive youth development. The five core competencies of social emotional learning (self awareness, self management, social awareness, relationship skills, responsible decision making) will be imbedded within the 21st CCLC program (<https://casel.org>). By adding this coordinated and enriched framework to the core school-day curriculum and increasing overall learning time, Socorro ISD expects to see students more prepared to enter rigorous courses and graduate from high school on track. Math enrichment activities designed to support the District initiative of increased enrollment of Algebra I in 8th grade will supplement other blended learning initiatives. As identified by our needs assessment, 21st CCLC students especially need literacy and English language skills and exposure to career possibilities. The Socorro District serves mainly Hispanic families, and many of these students were taught English as a second language. Literacy programs and other exercises will be beneficial to those who are not confident speaking and writing in English. In return, a student's academic performance can be strengthened as they participate in these programs and gain the confidence to complete their school work in English.

Academic success will be measured by benchmark scores, STAAR results, progress reports, and report cards. To do so, the site coordinator and tutors at each campus will compare a student's previous test scores and grades to their current grades after participating in the program. The site coordinator will also work closely with the students' teachers to ensure enrichment supports are actually enriching in-class coursework. As students advance in their academics, the number of discipline referrals is expected to be reduced. Respect and politeness will be enforced during the after-school program. If behavioral issues do occur, the site coordinator will be responsible for addressing the situation and contacting the campus administrator or parents, as determined for each site.

Attendance rates at our campuses are strong, with a mean value of 96.26% currently at the participating schools. However, attendance usually falls during the second semester of the school year, and this percentage is expected to drop. With the implementation of the 21st Century Program, average attendance should increase for every campus because children will enjoy being at school and participating in the after-school program. Academic performance is and always has been our first goal, but it is important that students enjoy the activities they are participating in. Our partnership with the YWCA and Read, Write, Create Inc. should help us achieve all of our goals by providing tutoring services and engaging the students in challenging activities.

At the elementary and middle school level many students are not considering college or career options. With this after-school program we can introduce students to STEAM related topics and encourage them to consider STEAM careers in the future. The University of Texas at El Paso has one of the best engineering programs in the nation; speakers from UTEP will be invited to speak and present to students. Students will be introduced to career options ranging from the medical field, engineering, forensics, and computer science programs to the arts. Every campus has a computer lab that students will have access to and be provided opportunities to explore different universities and majors offered. Exposure to college and career opportunities will be a targeted focus of 21st CCLC.

Overall, the 21st Century Program can help students in a variety of areas. Not only will academic help be offered, but students will have the opportunity to participate in activities that will strengthen their language and communication skills. A safe and supervised after-school program will be put in place and can prevent students from partaking in other high-risk activities. At-risk and lower economic students are targeted for this program as, these students are more likely to fall into high-risk activities and poor choices, especially if they lack supervision. This program will offer fun team building exercises and outdoor play activities that will promote a healthy lifestyle and encourage creative minds. Site coordinators and tutors will constantly supervise children's behavior and academic performance to determine if this program is meeting its goals and any changes should be made to better meet the students' needs.

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

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Amendment # (for amendments only):

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

Afterschool Programs Make a Difference: Findings from the Harvard Family Research Project (AIR, 2008), the Collaborative for Academic, Social and Emotional Learning (<https://casel.org>), and our partners' research-based, evidence-based curricula will drive the implementation of our 21st CCLC program. Our partners were selected for their evidence-based curricula. Moschokovich (2007) argued the distinction between every day and academic knowledge is false. Knowledge is related to a person's experience and culture. Students need to "own" STEM and have a strong experiential STEM identity to advance in pursuing STEM education and careers.

YWCA will focus on STEAM Fields: Science, Technology, Engineering, Arts, and Mathematics. Beginning in the 2015-2016 school year, YWCA introduced the STEAM at sites which demonstrated the capacity to enhance services. During the school year, staff strengthen ties with parents and school administration to identify best practices. YWCA staff works closely with school teachers to enhance daily experiential STEAM related lessons and incorporate them into the after school STEAM curriculum. The YWCA provides an ideal environment to run formal, state-licensed after school programs and camps due to its standing in the community and resulting trust between the YWCA staff, local school districts, and community members. The YWCA is committed to broadening the STEAM learning ecosystem of our region and creating a new cultural capital associated with STEAM learning for our important growing demographic. YWCA is the largest provider of licensed after school care in the El Paso County and the region with the most experience and the highest accreditation. YWCA El Paso del Norte has operated after school programs for over 25 years. They incorporate evidence based measures in after school program practices and strive for academic excellence, reducing grade repetition, building self-confidence, engaging in conflict resolution, successful transitioning to middle school and building a lifelong interest in the sciences, technology, engineering, arts, and math. They exceed licensing standards for site supervision. As the largest and most diverse YWCA in the United States, their programs currently include the following:

- Licensed after school programs at 40 school sites and two summer camps for children ages 4 to 12 years old;
- Teen Leadership for youth ages 12-18 developing life skills and building upon their leadership potential;
- Health and Wellness offering fitness and aquatics programming for all ages and fitness levels.

Read, Write, & Create's program quality standards are aligned with the David P. Weikart Center for Youth and Program Quality. These standards are: Engagement, Interaction, Supportive Environment, and Safe Environment.

The students in the Read, Write, & Create program complete "real world" math, reading, writing, and science projects in a multimedia format to be presented and published. Through this experiential education process using project-based learning, students enter a larger world of personal achievement. This social confidence in communication helps a child learn to be successful in the classroom and beyond. There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.

Research studies have demonstrated Project Based Learning can:

- * Be more effective than traditional instruction in increasing academic achievement on annual state-administered tests;
- * Be more effective than traditional instruction for preparing students to integrate and explain concepts;
- * Improve students' mastery of 21st Century skills;
- * Be especially effective for low-achieving students;
- * Provide an effective model for whole-school reform (Buck Institute for Education, 2009).

The students in the Read, Write, & Create program complete "real world" reading and writing projects in a multimedia format to be presented and published. Through this experiential education process, students enter a larger world of personal achievement. This social confidence in communication helps a child learn to be successful in the classroom and beyond. Publishing student writing encourages the reluctant writer, strengthens kids' self-confidence, rewards interest, and promotes a positive attitude toward literature (Education World, 2010). Students' math powerpoint projects are published online. There is recent evidence from controlled trials that learning routines from abstract presentations is a more efficient way to learn about underlying mathematical structure than from contextual, concrete and story-based learning tasks (Kaminski, Sloutsky and Heckler, 2008). Read, Write, & Create has served 141 schools in 31 Texas school districts, has been a TEA-Approved Supplemental Education Services provider for 10 years, and has published multiple volumes of student writing with many featured in libraries.

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

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Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Upon grant award, individual student files will be created to include academic, discipline, and attendance data for those at risk students identified in the needs analysis at the participating campuses. Personalized enrichment supports will be implemented, with coordination between teachers and after school site coordinators to address students' strengths and weaknesses. All after school sites will follow three hour schedules broken out into tutoring and homework support, snack, and enrichment activities. Site coordinators will confer with campus administrators, counselors, and partners to identify "best fit" modules and pacing to personalize academic improvement. Literacy will be intentionally and repeated embedded into all academic assistance and enrichment activities. Classroom teachers will be kept apprised of after school lessons so that in and out of class activities are integrated.

Throughout the year when schools are closed for two-week intersessions and summer break, a modified half-day program four days a week (Monday through Thursday) will be provided. These days are referred to as Fun Days, similar in nature to Fantastic Fridays, as they are modified to include all the stimulating activities of the regular After School program with the added excitement of swimming and other field trips. Children will enjoy activities from specific summer lesson plans that are grouped into weekly themes. Children will engage in science activities, cognitive lessons, physical play, nutrition lessons, arts and crafts, racial justice activities, field trips, swimming, fitness, games, and gardening. Every day will be full to the brim with no two days exactly the same.

The 21st CCLC After School Programs will operate with a goal of improving students' literacy and academic levels while fostering a love of learning and achievement. All lessons are age appropriate and designed to cultivate collaborative thinking, social-emotional learning, problem solving and teamwork. In addition, the program provides time for snacks, self and staff guided play, physical fitness and team building challenges. After School students participate in a STEAM-based curriculum and engage in math games, engineering projects, science challenges and more. The locations of the After School Programs are already established at area schools.

Children in 21st CCLC After School, Summer Camp and Intersession programs:

- Participate in experiential learning
- Receive supplemental academic instruction
- Engage in health and wellness activities
- Thrive in an environment that encourages critical thinking and creativity
- Receive healthy snacks
- Are guided by specially trained staff and tutors who also provide homework help and tutoring

Engineering projects such as building bridges and programmed robots, science projects involving growing and chemistry circus experiments, inventing, arts that include visiting artists from the Museum as well as the El Paso Symphony and others, creative writing, math focused programs which instill a belief that math is fun, and coding/the understanding of technology as a 21st century tool are examples of STEAM activities incorporated into our Texas ACE. Each component includes engaging interactive lessons. Some modules (examples: STEMfinity's Mango Math and Crazy 8s) offer children the opportunity to learn onsite and bring lessons home to involve their parents. Parents and children have expressed their satisfaction with these program elements.

Another purpose of after school programming is to teach children about health, exercise, and healthy lifestyle choices with simple games and activities that engage children at least 30 minutes a day, five times a week. The wellness activities offered help to decrease the sedentary lifestyles of school age children and improve awareness, proper nutrition, and diabetes prevention among children and their families.

Our After School Programs will have a strong focus on diversity, engaging children in activities that help them accept and appreciate the differences that exist in society and the world around them. Teachings on tolerance and conflict management provide opportunities for children to learn coping skills and adopt positive practices in their community. Parents feel secure knowing that their children are well cared for in a warm, fun, and safe environment while they are at work. Staff training sessions that explore the after school curriculum and role modeling skills provide a strong foundation enabling staff members to interact appropriately with all children in our after school program.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071909	Amendment # (for amendments only):
<p>Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Socorro ISD is a large, urban school district that serves over 46,000 students at 48 campuses. Our SISD Department of Public Relations exists to communicate accurate, timely information to engage stakeholders in the success of students and schools. Goals are to:</p> <ol style="list-style-type: none"> 1. Maximize electronic media resources to improve reach. 2. Become the primary source of accurate and timely information that impacts SISD. 3. Encourage open, consistent communication amongst stakeholders to inspire trust in the District. <p>SISD's Public Relations department is an award-winning team that has been recognized at the state and national level for its outstanding communication efforts, creativity, professional productions, projects, and materials. The www.sisd.net website and each 21st CCLC participating school's websites are one means provided to disseminate information to the community upon grant award.</p> <p>Each year, the District hosts Fall Town Hall meetings to discuss the new year. SISD's Texas ACE will be announced at these well-attended meetings, School Improvement Team (SIT) meetings, and at the monthly school board meetings, among others. Coffee with the Principal, school newsletters, and each school marquee are several other existing means of school-wide dissemination. SISD will issue a press release and notify existing advisory boards of the new opportunity in our community. On an individual level, the District's automated phone system will send a call out to parents of children at participating campuses. Flyers will be distributed in English and in Spanish. Daily school-wide announcements made over the PA system will include information about the new 21st CCLC. Meetings where parents may ask questions about the program will be organized. Teachers and counselors will talk to students and parents who would benefit most from this experience, describing the expected program benefits.</p> <p>Parents will be informed about 21st Century Community Learning Centers at their children's schools before the program begins. The meeting will be scheduled for working families and include information about the YWCA, Read, Write & Create, and Family Literacy partnerships, a schedule that highlights the school days and hours the program takes place, and curriculum and module descriptions. All activities will be free of charge. All information presented to parents, along with benefits of the program such as increased academic performance and college and career readiness, will be presented in English and Spanish. At participating campus meetings, the overall purpose of the program, introduction of the Project Director, Family Engagement Specialist, and Site Coordinators, hours of operation, program expectations, transportation provisions, and family engagement sessions will be covered.</p> <p>Advertisement at campuses will be crucial. Students will receive flyers and pamphlets to take home to their parents. Teachers will encourage students to participate in this program if they feel the student would benefit. Teachers can also explain to parents why they feel this program will be beneficial to their child. The partners will be actively engaged in the recruitment process, explaining their research-based curricula and enhanced learning opportunities for families to include literacy.</p> <p>Ongoing dissemination throughout the school year will be provided through the Project Director, Family Engagement Specialist, Site Coordinator, 21st CCLC partners, teachers, administrators, Community Advisory Board, School Board, and Evaluator. Upon returning in January 2019, recruitment efforts will begin again, using latest academic, discipline, and attendance data available to determine those who would benefit most from these enrichment opportunities.</p>	

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

County-district number or vendor ID: 071909

Amendment # (for amendments only):

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

Many of the students attending the proposed Texas 21st CCLC schools live in close proximity to the campus and currently walk home from school. District school buses are made available at every campus and will be available to ensure safe transportation home from the program. School buses will be used to transport students to and from all field trips and to any offsite programming activities. Socorro ISD's Transportation Department maintains bus transportation and offers scheduling software to secure required dates and times for transportation. No out of town trips requiring a charter bus are planned under this grant.

When buses are available at the school for transportation home from other activities, such as the sports bus, 21st CCLC will pro-rate costs, based on number of students from each program. If only a few students need bus transportation home from after school programming, then a bus will be shared between multiple campuses; however, travel time spent going home will not exceed 30 minutes per trip.

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Amendment # (for amendments only):

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

Engaging volunteers in support of the 21st Century Grant initiatives will be done systemically and based on existing experience at Socorro ISD. Volunteer parents and community members have a proud and long standing history at Socorro Independent School District. The philosophy of the district strongly embraces the school-home connection and partnerships with parents and the community as manifested in the District's Strategic Plan and Direction provided by the Board of Trustees and Superintendent.

The overall increase in academic achievement at Socorro ISD is in part attributed to the inexhaustible support we receive from volunteers every day at every school in the district. Students are connected to mentors, tutors, and others that contribute in a multitude of school and district committees and/or provide unique services for students such as military parents serving as "watchdogs" helping to ensure safety at various campuses. We track and have documented approximately 8,260 registered hours of volunteer work for this year and 9,253 at the end of last school year, which resulted in approximately \$3,077,127.65 dollars, as computed by the U.S. Independent Sector methodology.

Each of the schools in the Socorro District have a volunteer coordinator and a parent liaison to support parental engagement and volunteer activities. Given our border community, the screening and approval process is closely guided and adhered to as per Policy GKG Legal and our local GKG Regulation. At the District level a coordinator administers, supervises, and maintains the volunteer program and at the campus level the principal appoints a campus coordinator that attends training and they also work closely with the District Coordinator. Appropriate guidelines are established, which define the SISD volunteer qualifications, duties, ethical and legal responsibilities. Training is provided at the campus prior to approval and placement.

Criminal background checks are conducted yearly on every single volunteer using driver's license or other form of photograph identification issued by an entity of the U.S. Government. Once the criminal background is cleared, the volunteer is approved and follows the school sign-in procedures as a record of service hours is maintained daily. Volunteers must display a commitment of professionalism and an attitude of respect and confidence as they become familiar with classroom rules, policies and practices. Additionally, we have 28 registered parent volunteer organizations (non-profit or 501c3s) including PTAs and PTSAs, sport booster clubs, fine arts booster clubs, academic boosters and the Socorro ISD Foundation. They all assist with trips, events, competitions, awards, scholarships, plus a multitude of committees.

One specific example of how our volunteers support District initiatives is our VASSP program. The Volunteer After-School Sports Program (VASSP) is an intramural sports and community outreach program designed to provide after-school physical activity for students, provide volunteer parental involvement, and help students attain more interest in their school grades. The program is open for all male and female students in grades PK-6th. The program goal is to curtail adverse student behaviors in school by providing after-school activity for students; which promotes fun, participation, and healthy development between participants, parents, and family members.

Given the District's extensive experience with volunteers, this initiative commits to embrace parents as active participants. Once funded, we will identify ways for volunteers to be recruited both as workers and as learners to further strengthen our collaborative partnership. It is anticipated that working with SISD volunteers towards the success of the 21st Century Community Learning Center will benefit not only the student we are privileged to teach, but the entire community of Socorro families we are honored to serve.

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

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SISD's preliminary plans to sustain the Texas 21st Century Community Learning Centers Program includes training and utilizing volunteers, Partners In Education, and student interns, a speakers bureau, coordination with other existing programs, seeking additional partnerships and continued grant writing. Online development of successful products (i.e., tutorials) and curricula utilized during the five years of funding will be explored during sustainability planning.

There are over 2,000 volunteers who work with the Socorro District, individuals who are familiar with the campuses and student population. Volunteers will support a variety of activities such as the Volunteer After-School Sports Program (VASSP) and Watch Dog Dads. Many volunteers are active duty or retired military, seniors, parents, college students at El Paso Community College (EPCC) or the University of Texas El Paso (UTEP), and SISD graduates interested in coaching various sports teams, judging or sponsoring UIL activities, science fair and robotics competitions, and other interests. Volunteers invite others to participate and assist with coaching, judging, organizing events, fundraising/requesting donations for recognition and events. Math Bee, Robocom, Butler Games (Special Olympics) and more are annual events that attract widespread interest throughout the district. Student preparation for these events will be included in after school enrichment programming. After funding under this grant ends, volunteers and student interns can continue to mentor and prepare students for competitions using some of the enrichment activities implemented through Texas 21st CCLC.

We know that scale down of activities/hours/supplies and/or new funding sources will be necessary when funding ends. As a first time awardee, Socorro ISD will have five years to develop a comprehensive sustainability plan. Instrumental in the planning process will be our partners, district leadership and staff, campus administration and parents, students, school board members, and our Advisory Council. Using a data-driven approach, during Year 1 (2018-2019) we will form our Advisory Board and begin using formative evaluation reports to identify critical components. Year 2 (2019-2020) planning will use Year 1 outcomes to drill down into most important elements requiring continuation funding. Years 3-5 (2020-2023) will seek new strategies, funding sources, and implementation schedules to continue all elements deemed critical to accomplishing our program goals (to improve literacy and provide academic enrichment opportunities that help build strong academic foundations to prepare at risk students for college and career). During these three years, training materials will be developed to provide Texas 21st CCLC volunteers a structured approach for center operations.

SISD plans to form future partnerships with the local community college, EPCC, and UTEP to ensure sustainability. College students currently enrolled in the education program are required to fulfill a certain number of hours interning. These college students would intern at the campuses participating in the 21st Century Program, earning hours toward their degree. They would also be responsible for creating lesson plans for students, and working with the students on various activities. They could provide tutorial services, as well as enrichment programs for the students.

Empirical evidence generated during the first four years of Texas 21st CCLC at SISD will be presented to our Advisory Board, school board, partners, community members, potential new funders and researchers at the beginning of Year 5 for finalization of sustainability plans, while the Socorro District continues grant writing and reaching out to community members in support of new funding opportunities. Supplies, such as manipulatives, robotics and technology, purchased with grant funds would continue being used upon completion of the grant. Online materials and extensive training provided to volunteers at SISD will become part of the sustainability plan so that these resources can continue best practices of the Texas 21st Century Community Learning Center after funding ends.

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

County-district number or vendor ID: 071909

Amendment # (for amendments only):

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

Coordination/Capacity

As a Title 1 district, Socorro ISD will continue all existing funded initiatives using federal, state, local, and private funding sources as currently approved. State compensatory education instruction (SCEI), federal Title funding, local and private funds (WK Kellogg Foundation funding being the largest private source) provide academic and enhancement supports and improvements throughout the District. Communities In Schools, Parent Liaisons, SCEI coaches, Volunteer Coordinators, and some Title I after school tutoring and transportation will continue to supplement our local operational budget and regular school day offerings. For activities that take place at the same time as our Texas 21st CCLC, use of facilities, technology, and transportation will be coordinated. Students in the WIN Academy and other supplemental instruction activities will be encouraged to join our Texas 21st CCLC program for the last two hours to further build overall skills and deepen contextual learning experiences. Our Texas 21st CCLC after school tutoring will add homework help and provide tutoring in subjects not offered on the same day as existing tutoring. During summers and intersessions, SCEI funding offering limited amounts of tutoring will be supplemented and enriched with Texas 21st CCLC funding. Where Texas 21st CCLC share bus transportation, the costs may be prorated between the programs and reported appropriately.

Our partner, the YWCA, also manages multiple federal grants on an annual basis including: the U.S. Department of Housing and Urban Development (HUD) Continuum of Care funds for homeless supportive services; USDA nutrition programs through Texas Department of Agriculture; City of El Paso HOME and CDBG funds for development of affordable housing; State Workforce childcare funds and Texas Department of Family and Protective Services (TDFPS) and Community Youth Development (CYD) funds for at-risk youth programming. YWCA work is also funded by private donors from our community who support the mission of the YWCA. The YWCA El Paso del Norte Region has an annual budget of \$26,779,716. YWCA After School programming leverages multiple funding sources to specifically strengthen their child care programming. Their goal is to provide the best after school experience possible and it is their commitment to continue to pursue funding to help ensure that excellence. They receive grants through the United Way of El Paso County, YWCA of El Paso Foundation, and Prudential as well as other partners resolute on enhancing the academic achievement and personal growth of youth in our community. With current partnerships in place, YWCA endeavors to strengthen STEM programming through national evidence based Crazy 8s math programming supplements, and impact literacy through Lakeshore Learning curricula. Creativity will also be enhanced through arts based community partnerships and hands on programming. YWCA contracts with the United States Department of Agriculture (USDA) under the Child and Adult Care Food Program (CACFP) and Summer Food Service Program, to provide free snacks during the hours of after school care. Children receive a variety of healthy snacks that include fruit, whole grains, cereals, and 100% fruit juice among others.

SISD's Department of Adult Education, funded by the Texas Workforce Commission, will continue to offer ESL/GED/Parenting classes, including at two of our proposed Texas 21st CCLC schools. These offerings will be supplemented with additional programming for working parents, increased literacy and family engagement offerings, and coordination between existing initiatives and the new Texas 21st CCLC program.

The Volunteer After School Sports Program (VASSP) will continue fall and spring soccer and track programs several days per week, several months per semester. At Texas 21st CCLC sites, students will be encouraged to participate in both programs, and Texas 21st CCLC site coordinators will support the VASSP Coordinator in finding volunteer coaches and scheduling events.

Current YWCA El Paso Del Norte Region Relationship with SISD

The existing partnership with SISD currently serves over 700 children at seventeen (17) sites throughout the district. YWCA provides financial assistance (scholarships) to our most vulnerable youth. However, none of the selected schools currently have a YWCA after school program and no fees will be charged to any of our youth at the 21st CCLC sites. Recruitment of students will be based on need, without charge, regardless of ability to pay.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071909 | 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):	
	Campestre Elementary 11399 Socorro Rd. Socorro, TX 79927		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	071909104				
	Cost per student	\$904.82				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):	20		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Robert R. Rojas Elementary 500 Bauman Rd. Socorro, TX 79927		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	071909101				
	Cost per student	\$904.82				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):	20		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	H.D. Hilley Elementary 693 N. Rio Vista Rd. Socorro, TX 79927		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	071909102				
	Cost per student	\$904.82				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):	20		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					

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	Estimated transportation time		
Schedule #17—Responses to TEA Program Requirements (cont.)			
County-district number or vendor ID: 071909		Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):
	Hueco Elementary 300 Old Hueco Tanks Rd. Socorro, TX 79927		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number: 071909107		Grade levels to be served (check all that apply):
	Cost per student \$904.82		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually): 80		Parent/legal guardian target (in proportion with student target): 20
			Feeder school #1
			Feeder school #2
			Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			
Center 5	Name and physical address of center site:		The campus is (check all that apply):
	Escontrias Early Childhood Center 10400 Alameda Ave. Socorro, TX 79927		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number: 071909110		Grade levels to be served (check all that apply):
	Cost per student \$904.82		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually): 100		Parent/legal guardian target (in proportion with student target): 25
			Feeder school #1
			Feeder school #2
			Feeder school #3
Campus name		Escontrias Elementary	
9-digit campus ID number		071909111	
Estimated transportation time		5 minute walk	
Center 6	Name and physical address of center site:		The campus is (check all that apply):
	Ernesto Serna School Pre-K-8 11471 Alameda Ave. Socorro, TX 79927		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number: 071909117		Grade levels to be served (check all that apply):
	Cost per student \$904.82		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually): 100		Parent/legal guardian target (in proportion with student target): 25
			Feeder school #1
			Feeder school #2
			Feeder school #3
Campus name			
9-digit campus ID number			

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Schedule #17—Responses to TEA Program Requirements (cont.)						
County-district number or vendor ID: 071909			Amendment # (for amendments only):			
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Desert Wind School K-8 1100 Colina De Paz Dr. El Paso, TX 79928		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071909120				
	Cost per student	\$904.82				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		25	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Salvador H Sanchez Middle 321 N. Rio Vista Rd. Socorro, TX 79927		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071909042				
	Cost per student	\$904.82				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):		20	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Socorro Middle School 321 Bovee Rd. Socorro, TX 79927		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071909041				
	Cost per student	\$904.82				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):		20	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						

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Schedule #17—Responses to TEA Program Requirements (cont.)								
County-district number or vendor ID: 071909			Amendment # (for amendments only):					
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):			
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12			
	9-digit campus ID number:							
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name:							
	9-digit campus ID number							
	Estimated transportation time							

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

County-district number or vendor ID: 071909

Amendment # (for amendments only):

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

SISD's Texas 21st CCLC will be held at four elementary, one Early Childhood Center (Escontrias ECC), one Pre-K-8, one K-8, and 2 middle schools. The afterschool program will begin at the end of the school day for Pre-K and kindergarten students (2:45 pm). Our only proposed feeder school will be at Escontrias ECC (grades Pk-1st) serving Escontrias Elementary (grades 2-5). Students from the neighboring feeder school will make the very short walk over to Escontrias ECC when their day ends at 3:15 p.m. All 1st-8th grade students will join the after school program when their day ends. The YWCA, who is experienced in running after school daycare at El Paso elementary schools, will coordinate with school administrators in managing the center operations using licensed staff under the supervision of the Site Coordinator. Dismissal procedures will follow those used by the YWCA according to their standard operating procedures.

The Texas 21st CCLC will begin in August and be operational for 29 weeks plus 6 weeks of summer programming hours offered during the summer break and two week intersessions, for a total of 35 weeks. The CCLC program will be closed when the district is closed over Thanksgiving week, Winter Break, and the first week of July. The full time Site Coordinator will be the center's operational leader, but will work closely with the school principal and counselors to make sure program activities are aligned to in-class instruction. Each center will use teachers to provide after school tutoring the first hour after school Monday through Thursday. YWCA staff will provide the enrichment activities and daily nutritious snacks to the elementary students. Read, Write, & Create will oversee all middle school enrichment activities. The ratios will be no more than 22:1; however, it is expected that supervision ratios will normally be well under that level.

Fridays will be designated as "Fun Fridays" or "Fantastic Fridays" when students will be allowed extra time for playing games, creating projects, and engaging in longer activities. Homework help and tutoring will be available by site staff and college student workers but the focus on this day each week will be enrichment and activities that attract student interest. Students will be expected to attend daily and will be permitted to come after they complete other school engagement activities such as WIN Academy, VASSP sports, Destination Imagination, or robotics.

Student service targets are established at 80 or 100 students per site, depending on the number of grades and whether the school will serve as a feeder. At risk students will be recruited first, with remaining spots open to others based on availability. Site Coordinators will work with teachers who provide after school tutoring to identify curricular modules that will provide the additional enrichment opportunities necessary to meet program objectives.

Volunteers, student interns, and contracted enrichment staff will all be required to check in with the Site Coordinator upon arrival and adhere to agreed-upon schedules, established policies and procedures.

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

County-district number or vendor ID: 071909

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The evaluation will be conducted by Arroyo Research Services, a national education evaluation firm with deep experience in STEM education program evaluation at the K-8, 9-12 and university levels, including projects funded by the National Science Foundation, US Department of Education, Depart of Defense Education Activity, state education agencies including Arizona, Florida, Washington and Virginia, and dozens of school districts. ARS also has strong experience in Texas, including evaluation of the Texas Dropout Recovery Pilot Program for the Texas Education Agency, prior STEM evaluation projects for Socorro Independent School District, and multiple university/K12 STEM projects housed at the University of North Texas.

The evaluation will focus on four core objectives, supported by the activities necessary to accomplish them. They include: 1) Assuring that all required data required for submission to the TexasACE program and statewide evaluation are collected in a timely, secure, and accurate manner, including school day attendance, core course grades, mandatory discipline referrals, and on-time advancement to the next grade level 2) providing each funded SISD 21st CCLC with timely, useful evaluation data, feedback and implementation recommendations not less than annually, 3) providing the overall SISD 21st CCLC project with timely, useful evaluation data, feedback and recommendations, including an annual project-wide evaluation report, and 4) completing required reporting to TEA regarding project evaluation and program implementation.

To do so, the evaluators will collect and review all grant documents including Center and grantee-level Texas 21st CCLC plans and curricula, review all TEA evaluation report expectations and ACE Blueprint evaluation expectations and establish a list of all data to be tracked in consultation with the Project Director and the funded Centers. They will then work with the Project Director and the Centers to establish a data recording and collection plan that enables timely, accurate recording and reporting of each data element. The evaluators will meet with each Center early in Year One to assure that the data collection plan matches their planned program, establish clear communication channels, and understand key contextual information that guides the program operation and evaluation. Each January, the evaluators will provide mid-year feedback to each Center regarding their implementation plans, execution, data collection and interim progress. The evaluators will monitor data as it is collected to assure data quality, completeness and timeliness of both required and optional data elements, and will work directly with Centers that appear to have any data problems.

In addition to the core outcome data, the evaluators will aid in onsite monitoring of funded centers through directly observing programs in action, and will develop and administer surveys aligned to the final program that include: 1) parent satisfaction and feedback surveys, 2) brief student surveys regarding engagement and interest in STEM and program reviews, and 3) staff surveys about program implementation and perceived outcomes.

At the close of each year, the evaluators will analyze all required and optional data, review it with the Project Director and center staff, and will issue an annual evaluation report including outcome data, feedback and recommendations to each Center and SISD-wide project. The evaluators will also prepare, review with the Project Director and staff the annual report to TEA and any required TEA or statewide evaluator data submissions. Summative project-wide findings will be made public by posting to the SISD 21st CCLC website. Center evaluation results will be provided directly to each center, with notice and information about how to obtain the results posted to the SISD 21st CCLC site and also via Center communication with parents.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 071909

Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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: 071909

Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input 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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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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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/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 071909 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 071909		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input 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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