

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

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID 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	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:48 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

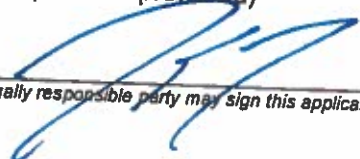
Schedule #1—General Information

Part 1: Applicant Information			
Organization name		County-District #	Amendment #
El Paso Independent School District		El Paso-071902	
Vendor ID #	ESC Region #	DUNS #	
1746000769	19	079841979	
Mailing address		City	State ZIP Code
6531 Boeing Dr.		El Paso	TX 79925-1086
Primary Contact			
First name	M.I.	Last name	Title
Daniel	F	Vasquez	Fund Development and Partnership Specialist
Telephone #	Email address		FAX #
(915) 230-2348	dfvasque@episd.org		(915) 230-3097
Secondary Contact			
First name	M.I.	Last name	Title
Claudia	N	Oliva	Grant Writer
Telephone #	Email address		FAX #
(915) 230-2346	cnoliva@episd.org		(915) 230-3097
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
Juan	E	Cabrera	Superintendent
Telephone #	Email address		FAX #
(915) 230-2577	superintendent@episd.org		

Signature (blue ink preferred)  Date signed 4/12/18

Only the legally responsible party may sign this application.

701-18-111-111

Schedule #1—General Information

County-district number or vendor ID: El Paso-071902 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: No:

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: El Paso-071902

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: El Paso-071902

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: El Paso-071902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: El Paso-071902	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: El Paso-071902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: El Paso-071902		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: El Paso-071902 | 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.

With a focus on three priority areas, the El Paso Independent School District (EPISD) conducted a comprehensive analysis of all EPISD campuses, which focused on identifying gaps in **culture, climate, and instruction (service delivery)**. The analysis was done to gauge programmatic alignment with EPISD Strategic Priorities and Board goals. Nine campuses were identified based on their Campus Needs Assessment (CNA); state standardized tests, attendance rates, discipline referrals, students who live in high crime zip codes, and campuses with low parental involvement. The results of analysis were grouped and prioritized based on alignment with the District’s strategic plan, Board goals and direct impact on student and family’s needs and barriers.

EPISD and the nine identified campuses/centers will collaborate with several community-based organizations and public institutions such as El Paso Community College (EPCC) and the University of Texas at El Paso (UTEP). This partnership will promote secondary education to middle and high school students in the program. In fall 2018, EPISD will collaborate with Real Madrid Football Club Foundation as part of a Reading and Soccer Club, a program that will be replicated in the proposed centers throughout the district. Site coordinators will also reach out to other current active partners in EPISD, such as Project Lead the Way (PLTW). PLTW offers STEAM and computer application programs that can be integrated at the 21st CLCC.

EPISD is pursuing the 21st CCLC in an effort to implement the Texas Afterschool Centers on Education (ACE) program to support two high schools, three middle schools, and four elementary campuses. Implementation will take place in grades second through twelve. The program will create a positive impact on the identified campuses, which are in need of improving academic performance, attendance, discipline referrals, educational advancement, increase high school graduation rates and create career competencies for students in high school. This positive impact will be done by delivering activities that promote academic enrichment. Activities will offer skills for students at these campuses and will provide productive environment for students in a 21st century learning community. Afterschool programs such as the Texas ACE will provide exposure for students and families to community resources that will offer them the necessary skills they require in order to be successful in a 21st century market.

EPISD will implement the 21st CCLC on a year round basis, as suggested by Texas ACE program. The program will take place during non-school hours and will run for thirty-five weeks, no fewer than five days a week and for at least fifteen hours a week. The summer program will span six-weeks for four hours a day. The activities that will be offered throughout the 21st CCLC will provide support to low performing campuses and will improve overall academic performance, especially for at-risk population. Every child in the 21st CCLC will be offered the opportunity to learn various subjects. This will be due to the number of students being served through the program. Students in the 2st CCLC will be in small group setting, where academic instruction in core subjects such as math, science, and ELAR will be customized and geared to the students being served under the program. This type of setting will allow students to feel engaged and cultivate success outside the 21st CCLC. Also the gap between low performing students and high performing will decrease through the implementation of this program by increasing the graduation rate and minimizing the drop our rate.

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<u>Schedule #6—Program Budget Summary</u>					
County-district number or vendor ID: El Paso-071902			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	\$1,355,937.00	\$	\$1,355,937.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$22,500.00	\$22,500.00
Schedule #9	Supplies and Materials (6300)	6300	\$68,499.00	\$	\$68,499.00
Schedule #10	Other Operating Costs (6400)	6400	\$30,000.00	\$	\$30,000.00
Schedule #11	Capital Outlay (6600)	6600	\$12,000.00	\$	\$12,000.00
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,466,436.00	\$22,500.00	\$1,488,936.00
1.848% <u>indirect costs</u> (see note):			N/A	\$415.80	\$415.80
Grand total of budgeted costs (add all entries in each column):			\$1,466,436.00	\$22,915.80	\$1,489,351.80
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$
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:					\$

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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_____	_____
Via telephone/fax/email (circle as appropriate)	By TEA staff person:
_____	_____

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: El Paso-071902		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
			Grant Amount Budgeted
Academic/Instructional			
1	Teacher		\$
2	Educational aide		\$
3	Tutor		38 \$153,077.00
Program Management and Administration			
4	Project director (required)	1	\$68,659.00
5	Site coordinator (required)	9	\$566,919.00
6	Family engagement specialist (required)	1	\$62,991.00
7	Secretary/administrative assistant	1	\$30,644.00
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:		\$882,290.00
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay	\$
24	6119	Professional staff extra-duty pay	\$263,925.00
25	6121	Support staff extra-duty pay	\$100,632.00
26	6140	Employee benefits	\$109,090.00
27	Subtotal substitute, extra-duty, benefits costs		\$473,647.00
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,355,937.00

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: El Paso-071902		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	Independent Evaluator	\$22,500.00
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$22,500.00
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$22,500.00

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

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: El Paso-071902	
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:	\$68,499.00
Grand total:	\$68,499.00

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: El Paso-071902		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.	\$20,500
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.	\$9,500.00
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$30,000.00

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: El Paso-071902			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	Computer Device for grantee and center level staff	12	\$750.00	\$9,000.00
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	Printer	10	\$300.00	\$3,000.00
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:				\$12,000.00

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

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Schedule #14—Management Plan					
County-district number or vendor ID: El Paso-071902			Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	Master's Degree; Supervisory experience; Experience in budget and data management, and build relationship with others; Knowledge of federal, state, and local regulations; Able to develop, implement, and monitor effective implementation; Three years experience of grant management			
2.	Site Coordinator(s)	Bachelors Degree; Valid Teacher Certification (preferred); Experience in managing program activities, budget, supervising others, recordkeeping and data; Ability to build relationship with students, teachers, principals, families and community partners; Bilingual (preferred)			
3.	Family Engagement Specialist	Bachelor's Degree; Valid Texas Teaching Certificate; Experience working with families from diverse cultures; Strong interpersonal skills, able to provide information and engage families; Three years experience in working in a social work (preferred)			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Set-up Grant Personnel and Prep Delivery of Program	1.	Recruit/Hire Project Director, Family Engagement Specialist, Administrative Staff and Site Coordinators	08/01/2018	09/01/2018
		2.	Recruit & hire center-level staff (teachers & tutors)	08/01/2018	09/01/2018
		3.	Training for staff	08/01/2018	07/31/2019
		4.	Create program's policies, processes, recruitment packets and schedules	08/13/2018	08/24/2018
		5.	Order program supplies and set up site space	08/01/2018	09/01/2018
2.	Implementation of Program	1.	Develop and establish program curriculum	08/01/2018	09/07/2018
		2.	Recruit & enroll initial students and launch program	08/13/2018	09/07/2018
		3.	Conduct parent meetings (STEM Night, Showcase)	08/13/2018	07/19/2019
		4.	Ongoing collaboration with teachers, tutors, and community partners	08/27/2018	07/31/2019
		5.	Conduct site visits and observe program	08/01/2018	07/31/2019
3.	Family Engagement Activities	1.	Establish partnership with District's Adult Education program, resources, and community partners	08/01/2018	11/01/2018
		2.	Create curriculum schedule of activities at all sites	08/01/2018	10/01/2018
		3.	Coordinate/Provide activities (ESL, Technology)	09/01/2018	07/31/2019
		4.	Evaluate and collect parent feedback for efficacy	09/01/2018	07/31/2019
4.	Evaluation and Data Management	1.	Collaborate with evaluator	09/01/2018	07/31/2019
		2.	Develop process of data gathering (qualitative and quantitative)	09/01/2018	10/01/2018
		3.	Develop and disseminate surveys/evaluation	09/01/2018	11/01/2018
		4.	Collection of data for reporting	11/01/2018	07/31/2019
		5.	Review and analyze reports of program	11/01/2018	07/31/2019
5.	Sustainability of Program	1.	Identify and establish Community Advisory Council	11/01/2018	02/01/2018
		2.	Involve District Leadership (Cabinet, Board of Trustees, Principals)	09/01/2018	07/31/2019
		3.	Ongoing partnership with community partners and stakeholders	09/01/2018	07/31/2019
		4.	Ongoing collaboration of campuses for continuation of activities using local funds	08/01/2018	07/31/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					
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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: El Paso-071902	Amendment # (for amendments only):
<p>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.</p>	
<p>With a focus on three priority areas, the El Paso Independent School District (EPISD) conducted a comprehensive analysis of all EPISD campuses, which targeted in identifying gaps in culture, climate, and instruction (service delivery). The analysis was done to gauge programmatic alignment with EPISD Strategic Priorities and Board goals. Nine campuses were identified based on their Campus Needs Assessment (CNA); state standardized tests, attendance rates, discipline referrals, students who live in high crime zip codes, and campuses with low parental involvement. The results of analysis were grouped and prioritized based on alignment with the District’s strategic plan, Board goals and direct impact on student and family’s needs and barriers. Prioritization of needs and proposed solution of needs are as follows:</p> <ul style="list-style-type: none"> • Need 1 Culture: Increase attendance rates. Based on PEIMS data student’s attendance from the nine participating campuses, eight campuses scored less than the state attendance rate of 96%. CNAs reports that students with low attendance were part of an underserved community, had 40% economically disadvantage students demonstrated a lack of interest in school, and did not have trustful relationship with teachers. • Solution: Increase students’ interest: The implementation of the 21st Century Community Learning Center (21st CCLC), will create the opportunity for engaging in campus activities. Centers will offer learning environment that will require hands-on activities for students. Middle and high school will engage in activities that will introduce and cultivate skills in workforce development for students. • Need 2 Culture: Connect/Reconnect parents with their child’s campus. Parents reported that the culture of their child’s campus was unwelcoming. Campuses did not offer activities for parents to partner in. For example, EPISD students are utilizing various technological devices along with computer applications that can be used at the home. Parents are expressing interest in learning application to provide support to their child at home. Due to lack of parental engagement activities, a division has been created between parents and campus administration, faculty, and staff. • Solution: Provide parental engagement activities. Established local organizations (community college, banks, Texas A&M AgriLife Extension, etc.) will be invited to provide educational opportunities to parents. Collaboration with local organization will empower and encourage parents to be more involved with their child’s education. These opportunities will bridge the gap between parents and the campus administration, faculty and staff. • Need 3 Climate: Provide a safe environment for students and families. The nine proposed campuses are situated in an area that has a high juvenile delinquency rate. Eight of the campuses are in an area that produces at least 20% of the city’s crime rate (El Paso ISD Police Services, 2018). The most crimes reported were assaults, thefts, and property crimes. Additionally, nine campuses discipline referrals data reported the most infractions in insubordination, displaying inappropriate conduct (destroying property, assault, inappropriate physical contact, and possession of illegal weapon and/or drugs). • Solution: Offer engage after-school activities. Activities proposed in the 21st CCLC program will create the opportunity for students to be in a social and emotional stable environment. Proposed activities will allow students to improve their social and emotional well-being by creating awareness of gang and drug activity. District police will be made available during program hours to ensure the students’ safety. Families, especially working families, will have an ease of mind knowing that their child is in a safe facility participating in safe after-school activities. • Need 3 Instruction (Service of Delivery): Improve students’ academic performance. TAPR reports and local school data, indicates 40% of students from the nine campuses are not meeting expectations in core subjects (Math, Science, Social Studies and English Language and Reading (ELAR)). In addition, two of the nine proposed campuses have been identified as Improvement Required (IR) campuses and one of the campuses is on the TEA 2016-2017 Focus School List. • Solution: Provide academic support. The 21st CCLC will offer academic support to students who require extended tutoring, assistance in homework, and academic enrichment activities. Enrichment activities will include Science, Technology, Engineering, Art, and Math (STEAM), Robotics, and other PBL activities that will improve academic growth in all core subjects. Utilization of local non-profit organization will be invited to partner to provide existing services to student in order to promote overall academic growth. 	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: El Paso-071902	Amendment # (for amendments only):
<p>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. <i>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.</i></p>	
<p><input checked="" type="checkbox"/> This applicant is part of a planned partnership. <input type="checkbox"/> This applicant is unable to partner.</p>	
<p>EPISD will serve as the lead/fiscal applicant for this funding opportunity and will continue its partnership with New Tech Network (NTN). NTN is one of the district's primary partner and has assisted in improving EPISD's campuses through the integration of project-based learning. EPISD students have described PBL as a way to make learning "fun again". PBL consists of "students work[ing] on a project over an extended period of time – from a week up to a semester – [this] engages [students] in solving real-world problems or answering complex questions. Students demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project (Buck Institute of Education, 2018). This learning model will expand throughout implemented with the 21st CCLC.</p> <p>For the purpose of the funding opportunity, NTN will offer resources to site coordinators at all nine campuses/centers to be integrated throughout the program. Resources will include tools and skills in the following areas:</p> <ul style="list-style-type: none"> • Developing strong teachers and learners through PBL • Strategic support for a strong, sustainable implementation • Services customized to each school • Virtual workshops <p>EPISD and the nine identified campuses/centers will collaborate with several community-based organizations and public institutions such as El Paso Community College (EPCC) and the University of Texas at El Paso (UTEP). This partnership will promote secondary education to middle and high school students in the program. In fall 2018, EPISD will collaborate with Real Madrid as a soccer club part of a Reading and Soccer Club, a program that will be replicated in the proposed centers throughout the district. Site coordinators will also reach out to other current active partners in EPISD, such as Project Lead the Way (PLTW). PLTW offers STEAM and computer application programs that can be integrated at the 21st CLCC.</p> <p>Furthermore, EPISD will explore other established organizations such as, the Paso del Norte Health Foundation, Texas A&M AgriLife Extension, Legacy of El Paso, and Girl Scout of the Desert Southwest. These organizations have customized curriculum for disconnected youth and their families. The City of El Paso Parks and Recreation "provide indoor and outdoor leisure services to persons of all ages so they can develop skills, socialize, experience nature, relax and live a healthier lifestyle" (City of El Paso, 2018). Establishing a partnership with this organization will offer intramural and competitive sports to students at the identified campuses. In addition, possible partnership with local credit unions and UTEP's University Career Center will provide families and high school students offerings in financial literacy, life skills, and leadership development. Each potential partner will be aligned with the proposed activities for the 21st CCLC. All partnership will have their own formal written agreements/ Memorandum of Understanding (MOU). The site coordinator will evaluate all partnerships in order to ensure that the organization demonstrate academic growth for the students and helped the center meet the program's goals and objectives.</p>	

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

County-district number or vendor ID: El Paso-071902

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.**

EPISD is pursuing the 21st CCLC in an effort to implement the Texas Afterschool Centers on Education (ACE) program to support two high schools, three middle schools, and four elementary campuses. Implementation will take place in grades second and twelve. The program will create a positive impact on the identified campuses, which are in need of improving academic performance, attendance, discipline referrals, educational advancement, increase high school graduation rates and create career competencies for students in high school. This positive impact will be done by delivering activities that promote academic enrichment. Activities will offer skills for students at these campuses and will provide productive environment for students in a 21st century learning community. Afterschool programs such as the Texas ACE will provide exposure for students and families to community resources that will offer them the necessary skills they require in order to be successful in a 21st century market.

Program implementation in high schools will encourage students to continue with their education and maintain requirements for graduation. This will decrease EPISD dropout rate. Furthermore, all proposed activities that will be integrated in the afterschool program must offer competencies for high school students in order to prepare them for post secondary education and workforce.

According to American Institutes for Research (2018), "children and youth who participate in after school programs can reap a host of positive benefits in a number of interrelated outcome areas—academic, social/emotional, prevention, and health and wellness." This is because "after-school programs are comprehensive programs offering an array of activities that may include play and socializing activities, academic enrichment and homework help, snacks, community service, sports, arts and crafts, [and] music," (K. P. Kremer, B. R. Maynard, J. R. Polanin, M. G. Vaughn, and C.M. Sarteschi," 2017). Through the implementation of this program that EPISD will be prepare students for higher learning and careers to empower them as knowledgeable and engaged citizens, innovators, and drivers of a robust, bicultural economy.

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

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County-district number or vendor ID: El Paso-071902	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.	
<p>During the initial needs assessment, EPISD conducted extensive research on the selected campuses to identify appropriate activities for students and parents. The identified activities will promote student outcomes that enhance education areas such as academic performance and achievement, positive youth development and post secondary and workforce preparation.</p> <p>Activities that would strengthen academic performance and achievement include, but are not limited to, extended academic intervention, tutoring, and assistance in homework, adult education courses/activities, and an array of enrichment activities. Herrera (2008) states “students who attended afterschool programs often attained higher test scores, complete homework more often, attended school on a regular basis, were less likely to drop out of school and improved student conduct during the day.”</p> <p>Identified activities for families in low performing schools are the following: introduction to computer application, technology, financial literacy, and ESL. Such activities would allow families to build capacity, provide support at home, and increase their involvement in their child's education. .</p> <p>According to Voorhis and Leung (2013) “Parents from diverse backgrounds, when given direction, can become more engaged with their children. And when parents are more engaged, children tend to do better.” Voorhis and Leung continue to mention that that when campuses offer resources to families, parental involvement goes up and students’ academic performance is improved (2013).</p> <p>According to Herrera (2008), high school students are ill equipped when going to post-secondary education and when joining the workforce. “Only 32 percent of high school graduates [are] prepared for college coursework without needing any remedial coursework,” (Afterschool Allegiance, 2004). Therefore, EPISD included the following activities such as, college, university and technical field trips, presentation from local career centers to provide preparatory assistance for workforce, assistance in scholarship search, etc. Such activities would offer postsecondary and workforce preparation to ensure student success.</p>	

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

County-district number or vendor ID: El Paso-071902

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.

If awarded, EPISD will implement the 21st CCLC on a year round basis, as suggested by Texas ACE program. The program will take place during non-school hours and will run for thirty-five weeks, no fewer than five days a week and for at least fifteen hours a week. The summer program will span six-weeks for four hours a day. The activities that will be offered throughout the 21st CCLC will provide support to low performing campuses and will improve overall academic performance, especially for at-risk population. Every child in the 21st CCLC will be offered the opportunity to learn various subjects. This will be due to the number of students being served through the program. Students in the 2nd CCLC will be in small group setting, where academic instruction in core subjects such as math, science, and ELAR will be customized and geared to the students being served under the program. This type of setting will allow students to feel engaged and cultivate success outside the 21st CCLC. Also the gap between low performing students and high performing will decrease through the implementation of this program by increasing the graduation rate and minimizing the drop out rate. Program enrichment activities will be offered to students will be quality programs such as the leadership development program that promotes positive behavior formstudents. A Career and Technical Program, which offers positive workforce skills to high school students interested in career advancement. A Health and Wellness program will provide intramural sports to students in the program and will also promote healthy living. A Fine Arts program that will allow students to expand their musical interest and learn how to play musical instruments, such as piano and guitar. STEM and Robotic activities will be integrated and will be based on projects that will cultivate free thought and challenge students to approach problems from non-traditional approaches. The goal of these activities is for students to feel connected/reconnected with school in an attempt at improving student advancement, increase in attendance, and graduation rates. In addition, the family engagement component of the afterschool program will allow and offer families immediate resources and skills that they can utilize while becoming more involved in their child's education. Afterschool programs similar to the 21st CCLC provide students and families a "newfound [of] knowledge [while] increasing their academic performance and grades," (Hot Spots, 2018). These programs are set up to "often have smaller group sizes and flexible program guidelines, allowing educators to cater their teaching approaches to the needs of the students. Educators can implement more creative, hands-on and multimodal lesson plans, many of which revolve around STEM, STEAM and nontraditional learning.....[This allows for] children who struggle in traditional classrooms often perform strongly in after-school programs, as they have more freedom and autonomy in learning and creating," (Hot Spots, 2018).

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: El Paso-071902	Amendment # (for amendments only):
Statutory Requirement 6: Describe the applicant’s plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>If awarded, the program will be housed in the Department of Student and Family Empowerment (SFE). SFE will disseminate information about community-learning centers at two levels: a) district and community level and b) campus level. At the district-level, SFE will collaborate with EPISD's Departments of Fund and Partner Stewardship (FAPS) and Community Engagement. The partnership with SFE and FAPS will be responsible for publicly announcing the receipt of award to all District Leaders (Cabinet, Board of Trustees, and Department Directors). The partnership with SFE and Community Engagement will be responsible for announcing the receipt of award to community members and social and traditional media members. Information that will be shared at district and community level will be as follows: a) purpose of the program, b) location of available centers, c) grant requirement program hours, and d) calendar of informational meeting.</p> <p>At the campus level, the SFE executive director will meet with campus principals, faculty and staff to share and prepare program information, the role of campuses, and intended outcomes. Each participating campus will host community meetings to begin disseminating the following information a) purpose of the program, b) location of available centers, and c) grant requirement program hours. Information will be shared verbally and written in English and Spanish. Dissemination of flyers to local businesses, grocery stores, neighborhoods, and most visited areas within the area of the center will be shared.</p> <p>Prior to the launching of the program, site coordinators will need to have finalized their calendar, program schedule, and enrollment packet. Site coordinators will then be responsible for a mass dissemination of information, which will include flyers and brochures. Throughout the duration of the grant program, site coordinators will distribute monthly newsletters, invitations for Parent Night activities, and any information regarding the program to students, parents, and community partners. In addition to flyers, brochures, and newsletters, each center will have their own website that will showcase the after-school program. Information on the website will be updated regularly. It should be noted that all distributed marketing material, newsletters, brochures and websites regarding the program will be made available in both English and Spanish.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: El Paso-071902	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.	
<p>EPISD will be designating funds from the 21st CCLC to provide bus transportation to all students who are in need of daily transportation at the end of program. Transportation will be needed for all nine participating campuses throughout the duration of the grant program. Therefore, if awarded, prior to launching the program, each Site Coordinator will be responsible in disseminating appropriate paperwork to students' of families in the ACE program. As part of the packet, a transportation form will be completed by the parent and submitted to the Site Coordinator. This form will ask the parent the means of the transportation there child will have available. Options will be a) picked up by parent or b) bus transportation to be provided by EPISD. The option for a child to walk home will also be made available, but if option is selected, a parent conference will need to be conducted with the Site Coordinator prior to the child starting ACE program to ensure safety. If the child is to be picked up, the parents or authorized guardian must sign the child out of the program. If a child requires busing, Site Coordinator(s) and Project Director will work with EPISD Department of Transportation to make appropriate bus schedules for students. Any child requiring bus transportation will always be escorted to the bus at the time of dismissal. Throughout the duration of the program, EPISD will strongly promote that every child has a safe travel arrangement to and from the center(s) and home.</p>	

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

County-district number or vendor ID: El Paso-071902

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.**

EPISD will recruit volunteers through UTEP's University Career Center, EPPC's Student Government and Student Clubs, and Technical Schools such as Western Tech. Volunteers who are not education majors, will have priority for participation. This is to expose students from elementary through high school of the various career options available to them. Site coordinators will be given the liberty to choose their volunteers, but must follow the EPISD volunteer process. At EPISD, the Department of Community Engagement is responsible for overseeing volunteers. The department of Community Engagement follows Education Code 22.053. which states, "SCHOOL DISTRICT VOLUNTEERS. (a) A volunteer who is serving as a direct service volunteer of a school district is immune from civil liability to the same extent as a professional employee of a school district under Section 22.0511. (b) In this section, "volunteer" means a person providing services for or on behalf of a school district, on the premises of the district or at a school-sponsored or school-related activity on or off school property, who does not receive compensation in excess of reimbursement for expenses. (c) This section does not limit the liability of a person for intentional misconduct or gross negligence. ALL VOLUNTEERS MUST REAPPLY AFTER JULY 1 OF EACH YEAR TO BE CONSIDERED FOR VOLUNTEER OPPORTUNITIES"

(2018). Therefore the following volunteer process is as follows:

- Initial meeting: Volunteer will meet with the Site Coordinator and Project Director. Terms and conditions are to be given to the volunteer. He/she understands that volunteer must dedicate at least ten hours a week to the program. If not able to, will need to make special arrangements with the Site Coordinator.
- Screening - If approved, volunteer will need to meet with EPISD Community Engagement Department. He/she will need to take proper identification in order to begin screening process. With proper identification, he/she will need to complete an online form and consent for a background check.
- Documentation- Once cleared; volunteer will be given a handbook. He/she must sign the agreement form and return to Department of Community Engagement..
- Placement- Volunteer will be placed at designated area. In addition, on first day of assignment volunteer will need to upload his/her federal or state issued ID to the Volunteers in Public Schools online system.

Site Coordinator will place volunteers based on their experience. For examples, if the program offers a culinary program and the volunteer has a strong interest in cooking, he/she will assist in implementing that program. It should be noted that the it will be the responsibility of the Site Coordinator to recruit volunteers who are experts in their field of interest and are able to offer their skills to the students and if necessary to the parents at that center.

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

County-district number or vendor ID: El Paso-071902

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.**

EPISD Student and Family Empowerment (SFE) will dedicate necessary efforts to support the continuation of the 21st CCLC program. Resources made available through Texas ACE website will be used and considered throughout the proposed plan. The plan will include:

- Creation of Community Advisory Council (CAC)- Project Director will be assigned to form the CAC for the program.
- Identification of CAC Members- One campus member (administrator, faculty, or staff) will be given the opportunity to be part of CAC, along with one parent and one community partner who will be invited to joining to the CAC. Current project director and one site coordinator will be involved in the CAC. The CAC should not exceed more than twenty-four members
- Purpose- CAC will be responsible for conducting site visits and evaluating each participating campus. Members will observe how students and families are engaging through the available services being provided
- Data/Report- CAC will utilize logic model submitted to TEA. Logic model will map out the project sustainability model. Also evaluation on campus data (attendance, disciplinary behavior, academic performance, high school graduation rates and career competencies. CAC will measure all around student growth and increase family environment.
- District and Community Support- District leaders (Cabinet, Board of Trustees, and principals will be informed by the CAC. In addition, an evaluation of the community partnership, community resources, program volunteers and staff will take place. This will assist the CAC in identifying the campuses social-capital. Partners that become part of the campus social-capital will be selected as being in the best interest of the students and families. By the end of the grant program, CAC will make recommendations to district leaders in recommending the activities that should be considered to continue.
- Sustainability-Once the recommendation is approved, campuses will implement the recommended activities during their after-school tutoring. Teachers providing tutoring will be paid with campuses local funds Evaluation of this method of implementation will be in review under the Campus Needs Assessment meetings. This will ensure the fidelity of the program. Engaged students statistically have improved attendance and fewer episodes of absenteeism. Through the successful implementation of this program, EPISD is confident that the result will be increased attendance at the participating campuses. This increase in attendance will generate additional revenue for EPISD to target at program sustainability. Additionally, EPISD FAPS department will continue to work with federal, local and private funding agencies to fund scopes of work as needed following the conclusion of the grant period. Further, based on the success of the program EPISD leadership and Board of Trustees members may include funding program objectives from local budgets.

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

County-district number or vendor ID: El Paso-071902

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.**

All new undertaking pursue by EPISD must align with District board goal designated to engage students, increase graduation rates and minimize performance gaps. In so doing rates and minimize performance gaps. In so doing EPISD will utilize Tittle I dollars to assist in the undertaking and supplementing tutoring programs. Utilizing Title I funds will allow EPISD to reduce student-teacher ratios under the umbrella of this program. If needed Title I dollars will be used to assist with transportation cost to guarantee participation and support students electing to participate in the 21st Century CLC program.

EPISD is in the first year of an after-school program with Real Madrid Football Club Foundation. This after-school reading and soccer program will provide foundation level service delivery for low income, under-served communities and students. This program will allow EPISD to offer additional program offerings that align with the prescribed scopes of work outlined in the EPISD 21st CLC program. The next phase of the Real Madrid FC after-school program will extend to additional areas and combine sport and academics to motivate and cultivate after-school engagement. EPISD has made Social Emotional Learning (SEL) a district wide strategic priority. This priority placement creates professional development for faculty and staff and is a district wide model and practice for improving behavior and improving student outcomes. Through the expansion of SEL cohorts 2, 3, 4 and five in subsequent year's faculty and staff will receive specialized training in SEL that will support improved teacher delivery of content, curriculum and instruction.

The New Tech Network (NTN) EPISD partnership will continue to train teachers and expand the districts project based learning approach. To accomplish this, EPISD will continue to work with NTN to expand the philosophy of creating a culture of respect, responsibility and trust. The expansion of this approach as a teaching model for those involved in the 21st CCLC will create more actively engaged critical thinkers. Students involved in this program will benefit from the results driven approach and practices supported by NTN. The connection of these services through the 21st CCLC application should create a safety net approach for students in need in hard to serve areas. The connection of existing services with the program design of the 21st CCLC program will have a tremendous impact on creating critical thinkers, engaging students, decrease absenteeism and improve student performance.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: El Paso-071902 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):	
	Address High School 5400 Sun Valley Dr., El Paso, TX 79924		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	071902001				
	Cost per student	\$ 904.76				
	"Regular" student target (to be served 45 days or more annually):	75	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):	
	Irvin High School 9465 Roanoke Dr. El Paso, TX 79924		<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 type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	071902008				
	Cost per student	\$ 904.76				
	"Regular" student target (to be served 45 days or more annually):	75	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):	
	Canyon Hills Middle School 8930 Eclipse St., El Paso, Texas 79904		<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:	071902043				
	Cost per student	\$ 904.76				
	"Regular" student target (to be served 45 days or more annually):	60	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						

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Schedule #17—Responses to TEA Program Requirements (cont.)						
County-district number or vendor ID: El Paso-071902			Amendment # (for amendments only):			
Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	H.E. Charles Middle School 4909 Trojan Dr., El Paso, TX 79924		<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:	071902045				
	Cost per student	\$ 904.76				
	"Regular" student target (to be served 45 days or more annually):	60	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):		Grade levels to be served (check all that apply):	
	Magoffin Middle School 4931 Hercules Ave., El Paso, TX 79904		<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:	071902047				
	Cost per student	\$ 904.76				
	"Regular" student target (to be served 45 days or more annually):	60	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 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Robert E. Lee Elementary School 7710 Pandora St., E Paso, TX 79904		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071902150				
	Cost per student	\$ 904.76				
	"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						

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

County-district number or vendor ID: El Paso-071902 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):	
	H.R. Moye Elementary School 4825 Alps Dr., El Paso TX 79904		<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"/> 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:	071902169				
	Cost per student	\$ 904.76				
	"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 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Stanton Elementary School 5414 Hondo Pass Dr., El Paso, TX 79924		<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"/> 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:		071902141				
Cost per student		\$ 904.76				
"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):
	Whitaker Elementary School 4700 Rutherford Dr., El Paso, TX 79924		<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"/> 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:	071902153				
	Cost per student	\$ 904.76				
	"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					

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Schedule #17—Responses to TEA Program Requirements (cont.)								
County-district number or vendor ID: El Paso-071902			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: El Paso-071902

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.

Prior to implementation: When notice of award for the 21st CCLC program is announced, the Department of Student and Family Empowerment (SFE) will connect with EPISD FAPS department to facilitate the roll out of the grant. A strategic planning meeting will take place and review all necessary activities that must be completed prior to the implementation of the grant. Hiring of the necessary staff will take place. Once the required staff have been hired, SFE and FAPS will begin meeting with respective campuses.

Management: By the start of the program, all necessary staff, campuses, district leaders, and community stakeholders will have been informed of the program. The project will be managed by SFE's executive director. The executive director will be the budget authority for this grant. This provides a system of checks and balances to ensure that program expenditures are aligned with the program objectives and goals. The main lead for the project will be the project director. The project director will oversee the nine sites, the FES and site coordinators and attend the required grant training that is allowable by TEA. Project director will be involved with the hiring of the additional program staff such as tutors. He/she will closely work with the evaluator and analyze the data that is collected. and provide the necessary support to ensure improvement of students academic growth.

Center operations: Site coordinators will be situated at the identified campus, they will be point of contact for the program. Site coordinators will need to coordinate with the program's administrative staff to set-up transportation for students who require services. They will be responsible for managing their own budget, but will not have authority to submit purchase orders. They will be given the opportunity to hire teachers, paraprofessional aids, college tutors, and select their volunteers. They will coordinate with the community-based partners and schedule services based on availability. Site coordinator will oversee the daily operation of the program. He/she will be responsible for ensuring that the program is implementing the appropriate activities that will meet the proposed outcomes. Site coordinators will need to ensure that the program is operated during the year for 35 weeks, a minimum of least 15 hours a week and 5-days a week.

Budget Plan: The site coordinators will oversee their center's budget and manage it internally. This will assist site coordinators to ensure that they are spending appropriately. In addition, the project director will oversee the project's entire budget. He/she will ensure that the centers are all within budget. In the event that the project is under or over budget, the project director will need to work with EPISD Budget and Finance Department.

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

County-district number or vendor ID: El Paso-071902

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.**

EPISD will utilize two types of data to evaluate the program. Data will be qualitative and quantitative. The measures will be:

- Analyze academic data, including graduation score- Type of data: quantitative
- Monitor and evaluation attendance data- Type of data: quantitative
- Analyze discipline referral data-Type of data: qualitative
- Analyze Parent Surveys- Type of data: qualitative
- Review and monitor Postsecondary and Workforce Preparation- Type of data: qualitative and qualitative

These data measures will be used to quantify the efficacy of the program; To guarantee the fidelity of the outcomes EPISD will hire an independent evaluator. The evaluator will be responsible for developing the program's evaluation plan. The evaluator will collaborate with the project director, campus principals, site coordinators and any additional staff involved in the project. The evaluator will develop the satisfaction surveys for the participants. Evaluator will need to be knowledgeable in TEA guidelines for evaluation along with the expectation of the program. The evaluator will need to abide by the FERPA regulation.

Project director will be responsible for disseminating the satisfaction surveys to centers and will also be responsible for delivering data to the evaluator. Project director will review the center-level data prior to providing them to the evaluator. Project director will ensure that duplication of data does not take place and will ask for revision of the data. Project director will also analyze the data in order to ensure that centers are meeting grant guidelines. If center is not meeting program guidelines it will be the responsibility of the project director to make the necessary interventions to improve the center.

Site coordinator will enter and monitor center-level data. Each site coordinator will be responsible for tracking data from the students who are enrolled in the afterschool program. Data must reflect the identified measures as stated in the above. Data will be given to the project director on the agreed upon date that he/she had with evaluator.

Family Engagement Specialist (FES) will be responsible in monitoring and providing a report for all parental activities that he/she coordinates. Data of the FES should not include names of parents. FES will be responsible for submitting data to the project director by the agreed upon date between EPISD and the evaluator.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: El Paso-071902 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: El Paso-071902 | Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: El Paso-071902			Amendment number (for amendments only):	
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: El Paso-071902 Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

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

County-District Number or Vendor ID: El Paso-071902 Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: El Paso-071902 Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	□	□	□
	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: El Paso-071902		Amendment number (for amendments only):	
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p>Failure to complete this schedule will result in an applicant being disqualified.</p>			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input 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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