Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	*(date stamp)* Received Texas Education Agency 2016 MAR 24 AM 11:16
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Rio Hondo ISD	**031-911**		
Vendor ID #	ESC Region #		DUNS #
74-6001981	**01**		**055232631**

Mailing address	City	State	ZIP Code
215 West Colorado	**Rio Hondo**	**TX**	**78583-0220**

Primary Contact

First name	M.I.	Last name	Title
Ismael		**Garcia**	**Superintendent of Schools**
Telephone #	Email address		FAX #
(956) 748-1000	**Garcia@rhisd.net**		**(956) 748-1038**

Secondary Contact

First name	M.I.	Last name	Title
Dr. Sylvia	**P.**	**Atkinson**	**Assistant Superintendent for Curriculum & Instruction**
Telephone #	Email address		FAX #
(956) 748-1006	**spa@rhisd.net**		**(956) 748-1038**

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
Ismael		**Garcia**	**Superintendent of Schools**
Telephone #	Email address		FAX #
(956) 748-1000	**garcia@rhisd.net**		**(956) 748-1038**

Signature (blue ink preferred)   Date signed

(signature)   **03/25/2016**

Only the legally responsible party may sign this application.

701-16-102-006

Schedule #1—General Information (cont.)		
County-district number or vendor ID: 031911		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	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	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): 07/01/2016	End date (MM/DD): 06/30/2017
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☒

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031911	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	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.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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	Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 031911		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 funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
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 applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

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

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

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

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

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

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

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| | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |

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

County-district number or vendor ID: 031911 | Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 031911	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, Division of Grants Administration, 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) 463-7915.

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 Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D 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	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 031911	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: 031911	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. 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.

According to U.S. Census data, it is estimated that the City of Rio Hondo has a population of 2,430 people. 86% of Rio Hondo residents are Hispanic, with the average age of 36 years as opposed to the national average of 38 years. 62% of Rio Hondo's population are under 45 years of age, while only 16% of the population is over 65 years of age. Educational data indicates that only 6% of the population over age 25 years of age hold a Bachelor's Degree. Rio Hondo's Per Capita Income is $38,688 as opposed to the national average of $73,355. Rio Hondo ISD not only services students from Rio Hondo, but also enrolls students from the surrounding cities of Harlingen, San Benito Arroyo Estates, and Lozano. This provides Rio Hondo ISD with a total enrollment of 2,200 students. 84% of students are Economically Disadvantaged, 96% are Hispanic, 15% are LEP, and over 10% receive Special Education/504 services. The targeted students in this grant proposal are derived from a pool of students who are categorized as 84% Economically Disadvantaged, 55% At-Risk, 15% LEP, and 100% eligible for free and reduced meals. In addition, targeted students are at campuses where they struggle with their student attendance and promotion rates. Lastly, targeted students and their eligible family members are mostly found in neighborhoods that have few academic and/or social services available and have a higher than normal level of criminal delinquency and/or rate of general crime incidences.

The purpose of our program is to provide high-quality extended learning opportunities forty-five minutes before and two hours fifteen minutes after school to At-Risk students in need of academic assistance. Our program will provide 36 weeks of quality academic assistance and enrichment opportunities to help students meet academic and promotion standards and graduate ready for college and/or the workforce. More specifically, our Centers will be offering programming Monday through Thursday in the Fall/Spring, and programming Monday through Thursday during the Summer in some of the following areas: **Academic Assistance:** Math, Science, Reading, Writing, Homework Help, ESL, Computer Literacy, Reading Clubs, STAAR Prep, PSAT Prep, Critical Thinking, etc. **Enrichment:** Art, Dance, Drama, Music, Fitness/Wellness, Leadership Training, Agricultural Science, Aviation, Medical Terminology, Arts & Crafts, Character Ed, Community Service, Student Clubs, Sports Activities, Chess, Drug & Violence Prevention, etc. **College and Workforce Readiness:** Career Exploration based upon Department of Education (DOE) 16 Career Clusters, Career Counseling, Virtual Job Shadowing, College Awareness, Virtual College Visits, Resume Writing, School to Career Activities, etc. Our program will also provide High-quality **Family and Parental Support Services:** Adult Basic Education, College/Workforce Assistance, Computer Literacy, Family Counseling, Financial Education, Drug & Violence Prevention, Fitness/Wellness, Workforce Training, etc. *Additional Student & Family Engagement Activities will be held one Saturday a month during the programming year to allow for more extended family involvement.*

Our program will be designed based on a community/district/Campus Needs Assessment in conjunction with the campus improvement plan and in a collaborative, comprehensive and coordinated approach. We will ensure that each center will be developed with a specific framework that establishes a foundation for effective implementation and High-quality programs for the attainment of TEA's objectives. We have developed strategies that complement TEA's overarching goals and critical success factors which will ultimately contribute to sustainability. It is our intent to use these funds to build or expand a systemic infrastructure of extended learning opportunities to replicate across our district.

Community support, partnerships and local buy-in are essential to the success of a self-sustaining program. Therefore, it has been our intent to ensure community partnerships are established in support of our program and its recipients. As such, we have partnered with the Workforce Solutions Cameron County (WFS), Communities in Schools, Inc. (CIS), University of Texas Rio Grande Valley (UT-RGV), Texas Southmost College (TSC), Texas State Technical College (TSTC), and the City of Rio Hondo to assist in providing High-quality programming to our students and their eligible family members. More specifically, WFS will be providing career development, soft skills trainings, adult literacy; CIS will be providing case management, family counseling, dropout prevention, drug/violence prevention sessions, and character education; TSC/TSTC will be providing staff development and targeted STEM activities; and City of Rio Hondo will be assisting Lopez & Associates in facilitating the Adult Advocate/Student Mentoring Program for our students.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

Provide an 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.

How the budget was developed: In order to develop the proposed budget, the district reviewed the grant's goals. Next the district determined how many students and family members would be participating in the program and the amount of funds needed to provide appropriate equipment, supplies, staff, travel to attend the programs, and program management. The district also solicited input from community stakeholders by ensuring a Public Notice was placed on the March 7th board meeting agenda. This would allow for discussion and consideration of the submission of the 21st CCLC application, as well as, allow district staff to collect input from the community regarding the design of the program. This provided an accurate understanding of how grant funds would be budgeted in order to meet the defined goals of the application.

Who designs the needs assessment process, determines efficacy, and when/how it is updated and changed: The needs assessment process was designed and reviewed by the district administrators. These individuals are responsible for determining the effectiveness of the assessment produced and ensuring the results clearly identify the gaps and weaknesses of the district. The stakeholders (Superintendent, Assistant Superintendent for Curriculum and Instruction, Principals, Business Manager, Contracted Providers, Community Members, and 21st CCLC Personnel) will meet on a quarterly basis, or as needed, to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas or needs. Any significant changes will be presented to the Board members and TEA for approval.

District will ensure that the program receives consistent, High-quality management: The Project Director will oversee the 21st CCLC and obligate the district to the grant activities according to state/federal regulations. This individual will be required to hold a minimum of a Bachelor's Degree. His/her experience, skills, and competency will be necessary to ensure the program remains within budget, on schedule, and within scope. The Business Manager will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of 21st CCLC funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities.

Method by which the district will evaluate the program including means used to measure progress in defined areas: In order for the district to be able to monitor the attainment of the programs goals, strategies, and objectives, the district will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Program observations will also be conducted on a regular basis in order to provide the grant officials the opportunity to determine whether participants are finding the programs and activities engaging. Finally, the district will review student achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the district has shown an increase in student/parent/ teacher participation.

How the application completely and accurately answers all statutory AND TEA requirements: The administrators met and reviewed the completed application to ensure that **all** statutory and TEA requirements were answered completely and accurately. Rio Hondo ISD stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

Conclusion- district's on-going commitment to the goals of the grant and funding the program beyond grant funding: In order to ensure that all project participants remain committed to the success of the project, the district has ensured that they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the district will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The district will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminate.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 031911	Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017	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	$342,857		$342,857
Schedule #8	Professional and Contracted Services (6200)	6200	$271,374	$7,500	$278,874
Schedule #9	Supplies and Materials (6300)	6300	$214,549		$214,549
Schedule #10	Other Operating Costs (6400)	6400	$73,000		$73,000
Schedule #11	Capital Outlay (6600)	6600	$0		$0
	Consolidate Administrative Funds			☑Yes ☐ No	
Total direct costs:			$901,780	$7,500	$909,280
3.131% indirect costs (see note):			N/A	$17,571	$17,571
Grand total of budgeted costs (add all entries in each column):			$901,780	$25,071	$926,851

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$0	$0	$0

Administrative Cost Calculation	
Enter the total grant amount requested:	$926,851
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:	$46,342

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.

Costs reflected are appropriate for the expected results. The requested amount of $926,851 for the 21st CCLC project is reasonable, cost-effective, and adequate to support the project. The budget is reasonable when considering it will target 4 campuses, 445 students, 90 adults, and 6 grant members.

Budget adequately supports the activities outlined in the grant proposal. Rio Hondo ISD will meet all grant requirements and offer high-quality programming through each of the three grant components.
- Grantee-Level Fixed Costs: A total of $169,995 has been budgeted.
- Center-Level Fixed Costs: A total of $77,964 has been budgeted for each of the four (4) centers, which is below the $80,000 that is allowed per center.
- Student Variable Costs: A total of $1,000 has been budgeted for each of the 445 participants.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 031911		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher			$
2 Educational aide			$
3 Tutor			$
Program Management and Administration			
4 Project director (required)	1		$78,000
5 Site coordinator (required) Communities in Schools will be contracted for this position.			
6 Family engagement specialist (required) Communities in Schools will be contracted for this position.			
7 Secretary/administrative assistant	1		$30,000
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:	$108,000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$192,000
25 6121 Support staff extra-duty pay			$
26 6140 Employee benefits			$42,857
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$234,857
29 **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$342,857

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

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 031911	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	Texas State Technical College (TSTC): College/Career Readiness	$7,500
2	Texas Southmost College (TSC): STEM Activities	$7,500
3	Cameron Workforce Solutions: College/Workforce Readiness & Family Engagement	$20,000
4	Lopez & Associates: College/Career Advocacy & Mentoring Program	$25,000
5	Community in Schools, Inc.: Site Coordinators & Family Engagement	$209,874
6	United Way of Northern Cameron County: Financial Literacy & Family Engagement	$1,500
7	Independent Program Evaluator: External Evaluator & Final Yearly Report Support	$7,500
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$278,874
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$278,874

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 031911	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$214,549.00
	Grand total:	**$214,549.00**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 031911	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 must attach Out-of-State Travel Justification Form.	$8,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$10,000.00
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	**$18,000.00**
	Remaining 6400—Other operating costs that do not require specific approval:	$55,000.00
	Grand total:	**$73,000.00**

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

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

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule #11—Capital Outlay (6600)**			
	County-District Number or Vendor ID: 031911		Amendment number (for amendments only):	
**6669—Library Books and Media (capitalized and controlled by library)**			
1		N/A	N/A	$
**66XX—Computing Devices, capitalized**			
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
**66XX—Software, capitalized**			
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
**66XX—Equipment, furniture, or vehicles**			
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
**66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**			
29				$
			Grand total:	**$0**

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 031911	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			2,200	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	3	0.1%	Attendance rate	94.9%
Hispanic	2,097	96.1%	Annual dropout rate (Gr 9-12)	2.5%
White	76	3.5%	Students taking the ACT and/or SAT	73.6%
Asian	0	0.0%	Average SAT score (number value, not a percentage)	1231
Economically disadvantaged	1,822	83.5%	Average ACT score (number value, not a percentage)	17.2
Limited English proficient (LEP)	323	14.8%	Students classified as "at-risk" per Texas Education Code §29.081(d)	55.1%
Disciplinary placements	32	1.4%		

Comments

According to U.S. Census data, it is estimated that the City of Rio Hondo has a population of 2,430 people. 86% of Rio Hondo residents are Hispanic, with the average age of 36 years as opposed to the national average of 38 years. 62% of Rio Hondo's population are under 45 years of age, while only 16% of the population is over 65 years of age. Educational data indicates that only 6% of the population over age 25 years of age hold a Bachelor's Degree. Rio Hondo's Per Capita Income is $38,688 as opposed to the national average of $73,355. Rio Hondo ISD's student population of 2,200 come not only from the City of Rio Hondo, but also from Harlingen, San Benito Arroyo Estates, and Lozano. 84% of students are Economically Disadvantaged, 96% are Hispanic, 15% are LEP, and over 10% receive Special Education/504 services. The targeted students in this grant proposal are derived from a pool of students who are categorized as 84% Economically Disadvantaged, 55% At-Risk, 15% LEP, and 100% eligible for free and reduced meals. In addition, targeted students are at campuses where they struggle with their student attendance and promotion rates. Lastly, targeted students and their eligible family members are mostly found in neighborhoods that have few academic and/or social services available and have a higher than normal level of criminal delinquency and/or rate of general crime incidences.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	0.0	0.0%	No degree	1.1	0.8%
Hispanic	114	80.0%	Bachelor's degree	114.5	80.4%
White	27.4	19.3%	Master's degree	26.8	18.8%
Asian	0.0	0.0%	Doctorate	0.0	0.0%
1-5 years exp.	30.0	21.1%	Avg. salary, 1-5 years exp.	$40,897	N/A
6-10 years exp.	32.0	22.5%	Avg. salary, 6-10 years exp.	$45,592	N/A
11-20 years exp.	39.1	27.5%	Avg. salary, 11-20 years exp.	$50,201	N/A
Over 20 years exp.	28.4	19.9%	Avg. salary, over 20 years exp.	$56,318	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 031911								Amendment # (for amendments only):							

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	25	35	35	35	35	35	35	35	35	35	35	35	35	445
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	25	35	35	35	35	35	35	35	35	35	35	35	35	445

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Schedule #13—Needs Assessment

County-district number or vendor ID: 031911	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Assessment of Need: In preparation for the submission of the 21st CCLC, Cycle 9 grant, the district analyzed the needs of all the campuses. Elements of the needs assessment included the review of the instructional programs that are currently being utilized, the experience/capabilities of the school staff, and the infrastructure that is currently available for student and teacher use. As a result of this assessment, the following specific needs and gaps have been identified and strategies have been developed to address those needs:

NEEDS ASSESSMENT

Community	City	State	District	City	State
No High School Diploma	31.4%	17.9%	Graduation Rate	87.8%	88.3%
Bachelor's Degree or Higher	6.5%	7.6%	Reading	67%	77%
Less than 9th Grade Education (25 or Older)	20.7%	9.3%	Math	70%	81%
			Attendance	94.9%	95.9%
Violent Crimes Index	88.6%	88.2%	College Readiness	42%	54%
Families Falling Below Poverty	36.4%	26.7%	Economically Disadvantages	83.5%	58.8%
Medium Earning in Dollars	$23,537	$32,329	At-Risk	55.1%	51.2%

Resources for the Program: The district also identified other Out of School Time (OST) Services available in the community, as well as gaps in services and the needs of students and families. Data sources utilized to identify the needs and gaps included stakeholder input, parent surveys, testimonials, PEIMS, District and Campus Improvement Plans, and Campus Improvement Plans. The identified OST services included: Workforce Solutions Cameron (WFS) and Communities in Schools, Inc. (CIS) will be utilized to target areas of need. More specifically, CIS will be providing case management services, drug/violence prevention sessions, family financial planning sessions, family counseling, while WFS will offer workforce readiness, workforce training, college assistance, college financial aid assistance, family engagement services, etc. Furthermore, the City of Rio Hondo will also assist in filling in gaps of community service/adult advocacy in the areas surrounding our Centers. Lastly, the University of Texas Rio Grande Valley (UT-RGV), Texas State Technical College (TSTC) and Texas Southmost College (TSC) will be providing STEM staff development and assistance with STEM-related student activities.

The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campuses' needs. During these meetings, gaps, barriers, and weaknesses were identified and key quantitative and qualitative dimensions (i.e. priority, severity, urgency, complexity or mandatory requirements) that support prioritization were applied.

The following areas were identified as areas in need, which can also be found in the district and campus improvement plans:

- **Community Partnerships** – The participating campuses have minimal community support in regards to encouraging student success. Local businesses and organizations must collaborate to form a collective safeguard that will provide academic, enrichment, personal growth, and college and career readiness opportunities.
- **Instructional Programs** – The campuses seek supplemental opportunities for students that targets academic support. Project-based learning academic curriculum is needed to enrich academic opportunities outside the regular classroom.
- **Technology** – Studies indicate that technology-driven instruction serves as a catalyst for engaging at-risk youth. Therefore, the campuses will continue to seek to increase students access to technology that will elicit students' engagement and increases motivation as a 21st century learner.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Improve Student's Academic Performance**	CCLC will provide opportunities for applying the material learned throughout the day by collaborating with regularly assigned teachers. The focus will be on engaging, creative, innovative, and relevant academic and enrichment activities using programs such as *Project Lead the Way*. CCLC will also provide opportunities for self-discovery learning, as well as, help students develop problem-solving skills using programs such as *Hands on Equations* for Math and *Robotics* for Science.
2.	**Improve Attendance**	CCLC will practice safety drills on a quarterly basis and help create an atmosphere where students want to come to school – a fun learning, safe environment. CCLC will also help students draw a clear connection between schoolwork and careers by helping students identify appropriate careers, thus making school relevant. CCLC will also increase family involvement and empowerment. CCLC will provide engaging and fun activities that encourage school attendance.
3.	**Promote Positive Student Behavior**	CCLC will use researched-based behavioral interventions and *Communities in Schools* (CIS). Our researched-based behavioral interventions will focus upon PBIS-aligned professional development, best practices approaches for common behavioral issues, ability to track and monitor inclusion rates and progress monitoring to assess student improvement and program effectiveness. Collaboration with CIS will help champion the connection of community resources to help students learn, stay in school and prepare for life.
4.	**Increase Grade Promotion Rates**	CCLC will provide engaging activities that encourage school attendance, enhance academic achievement, and promote college/workforce readiness. CCLC will also disaggregate data collected every semester and target groups in danger of failing. CCLC will draw a clear connection between schoolwork and careers and increase family involvement and empowerment.
5.	**Increase College Readiness and Enrollment Rates**	CCLC will provide engaging activities that encourage school attendance, enhance academic achievement, and promote college/workforce readiness. CCLC will also provide assistance with educational and financial planning through our financial literacy initiative. CCLC will also improve communication with parents and increase family involvement and empowerment. All activities will be available before school, after school, and on weekends to accommodate the schedules of our working families.

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Schedule #14—Management Plan	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree in education or related field. Five years' experience in an educational setting; supervisory experience; demonstrated competence in program development, marketing and evaluation; prior experience working with At-Risk students and their families.
2.	Site Coordinator(s)	Bachelor's Degree in education or related field. Ability to maintain positive working relationships with all stakeholders, computer proficiency, knowledge of community resources, strong communication skills, must be adaptable to meet the needs of families in the program.
3.	Family Engagement Specialist	Bachelor's Degree in education or related field. Strong verbal/written communication skills, ability to communicate in native language(s) of program participants, familiar with community and support agencies; highly effective in working with families of diverse cultures and economic backgrounds.
4.	Evaluator	Bachelor's Degree with experience as a professional evaluator. Experience with evaluation of federally funded grants. Preferred experience with 21st Century Community Learning Centers.
5.	Teacher	Bachelor's Degree; Texas Teachers Certificate; Must be highly qualified in area of instruction as indicated by the NCLB Act; highly effective in working w/At-Risk students and their families.

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.	Improve Student's Academic Performance	1.	Small group tutoring to help struggling students.	09/06/2016	07/06/2017
		2.	ELL Reading STAAR scores will increase by 5%.	09/06/2016	07/06/2017
		3.	ELL Writing STAAR scores will increase by 5%.	09/06/2016	07/06/2017
		4.	ELL Social Studies STAAR scores will increase 5%.	09/06/2016	07/06/2017
		5.	ELL Science STAAR scores will increase by 5%.	09/06/2016	07/06/2017
2.	Improve Attendance	1.	Student attendance will increase by 2%.	09/06/2016	07/06/2017
		2.	Work to ensure students are aware of sanctions.	09/06/2016	07/06/2017
		3.	Design an incentive program for students.	09/06/2016	07/06/2017
		4.	Establish an on-going Truancy Prevention Program.	09/06/2016	07/06/2017
		5.	Provide informative sessions to parents.	09/06/2016	07/06/2017
3.	Promote Positive Student Behavior	1.	Promote positive student behavior initiatives.	09/06/2016	07/06/2017
		2.	Host 2 informative sessions on safety programs.	09/06/2016	07/06/2017
		3.	Provide staff training on PBIS initiatives.	09/06/2016	07/06/2017
		4.	Create Positive Student Peer Mentoring Program.	09/06/2016	07/06/2017
		5.	Host two student leadership retreats.	09/06/2016	07/06/2017
4.	Increase Grade Promotion Rates	1.	Partner with CIS to improve promotion rates.	09/06/2016	07/06/2017
		2.	Provide student tutoring on a weekly basis.	09/06/2016	07/06/2017
		3.	Provide homework assistance in core areas.	09/06/2016	07/06/2017
		4.	Offer parent trainings on how to help their students.	09/06/2016	07/06/2017
		5.	Design an incentive program for students.	09/06/2016	07/06/2017
5.	College Readiness and Enrollment Rates	1.	Increase the district's college enrollment by 5%.	09/06/2016	07/06/2017
		2.	Increase student participation in SAT/ACT by 5%	09/06/2016	07/06/2017
		3.	Host two financial aid and scholarship sessions.	09/06/2016	07/06/2017
		4.	Offer virtual college tour events to K-8 students.	09/06/2016	07/06/2017
		5.	Offer actual college tours to K-8 students/parents.	09/06/2016	07/06/2017

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 #14—Management Plan (cont.)	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our approach to monitor student progress on an on-going basis will be facilitated by all stakeholders. The Project Director will use a "Continuous Evaluation Model" to ensure continuous feedback and continuous improvement of the project. Walk-through observations will be conducted on a weekly-basis by Site Coordinators. The Director will also be conducting site visits on a regular basis. The Learning Centers will improve student academic achievement by implementing a comprehensive, collaborative, and coordinated approach that supplements and expands academic activities for math, reading, and science. This approach focuses on using milestone and assessment results that will allow each learning center to evaluate and revise services to students and strategies to help students meet state achievement standards. The district will be aligning the regular school day instructional program to after school instruction to ensure a continuous flow in learning and resources. The Director will work closely with the District's Assessment and PEIMS Departments to access and secure data. The Project Director, in conjunction with the Site Coordinators, will also utilize District Benchmark assessments to monitor the students' progress every six weeks. The Learning Centers will use the 2015-2016 STAAR/EOC results to establish the beginning Benchmark. Student progress will be measured at the end of the 2016-2017 school year. In addition, the Project Director will hold monthly meetings with Site Coordinators and campus administration to review program goals, objectives, milestones, and progress on student data. The Project Director will ensure that timely and accurate entry into the TX 21st Century Program Student Tracking & Reporting System has been completed by performing daily desktop audits of the information entered by each site. A Task Force Committee will be established. Quarterly meetings will be scheduled throughout the year to review the status of program goals and objectives, program planning, design and improvement. We will communicate with all community outlets on a regular basis via website, newsletters, announcements, and reports. Student, teacher, and parent surveys will be conducted each term, and activities will be created and/or adjusted based on survey results.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21st Century Program will have continued access to training facilities, technology, and other resources needed to maintain program operation beyond the granted length. We believe that this proposal will implement a comprehensive, collaborative, and coordinated educational framework that will increase and sustain both the student average daily attendance (ADA) and weighted average daily attendance (WADA) rates. This increase in ADA and WADA will provide additional state and special population funds needed to continue programs after the Grant funding ends. The core of the sustainability plan for the program will be focused on marrying the proposed program with the districts' current district improvement plan and funding streams associated to implementation of supplemental support to students and parents. The sustainability of this program will also rely on E-Rate discounts, Title I Part A funds, local funds, and other State Allotment funds. Furthermore, we are committed to working with the United States Department of Education (DOE), the Texas Education Agency (TEA), Community Based Organizations (CBO), and Institutions of Higher Education (IHE) in order to maintain services beyond the grant period.

Our plans also include: 1) Continue to require in-kind resources from our school district (e.g., space, supplies). 2) Create a quality program and outreach campaign that will demonstrate to our school board and administration the importance of the program by having expected outcomes, measuring them, and reporting them loudly and often to the board, community via presentations, newspaper articles, newsletters, site visits and testimonials. 3) Develop broad based community support by participating in meaningful community engagement activities such as a charity walk or other special events that will make us more visible and an essential part of the community. 4) Make investments in technology and programs that will outlive the grant cycle. 5) Determine which components of the program are most valuable and seek district support to continue those components (e.g. art, music, family engagement, character education, and financial literacy awareness).

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	**Activities Attendance Logs**	1.	Participants' attendance is consistent.
		2.	Attendance logs for all activities conducted are uploaded to the TX21st at a minimum of a weekly basis.
		3.	Activities are conducted on a regular basis.
2.	**Participant and Staff Surveys**	1.	Positive feedback on 21st CCLC staff/student interaction.
		2.	Positive feedback on activities conducted.
		3.	Positive feedback on services and tools provided to 21st CCLC staff.
3.	**Student Academic Results**	1.	Evidence indicates student learning needs were identified and assessment data was used to identify areas for student growth.
		2.	Report cards, classwork, and benchmarks demonstrate student progress.
		3.	State assessments indicate an incremental increase in overall student scores.
4.	**School Day Attendance**	1.	Increase in student attendance at the participating campuses.
		2.	Decrease in truancy at the participating campuses.
		3.	Consistency in participants' attendance.
5.	**Student Behavior**	1.	Decrease in the number of student sent to the office for misconduct.
		2.	Decrease in the number of students that are provided with detention.
		3.	Improve PEIMS 425 Report results.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Qualitative and quantitative data will be collected through formative and summative assessments given to establish baseline benchmarks, on-going progress, and analysis of assessment results. The Program Director will collect valuable data through the use of the following vehicles: 1) One-on-one meetings with Site Coordinators, school reps, etc. 2) Group meetings with Site Coordinators, center staff, school staff, etc. 3) Workshops designed to understand and use data resulting in action plans. 4) Site visits during program time. 5) Formal presentations to key stakeholder groups such as the advisory group, boards of education, community groups, etc. 6) Student, Parent/Family, and Staff Interest Surveys. 7) Community Forums. 8) TX 21st Student Tracking & Reporting System data. 9) TAPR, PEIMS, and State Assessment data. 10) Progress Based Monitoring Accountability System (PBMAS) data. Minor adjustments to strengthen program activities may be made on a weekly basis. Formal adjustments may be made at three/six weeks intervals.

The tentative data collection timeline is as follows:
October – report focusing on the demographics of students currently enrolled in the Texas ACE program compared to the demographics of the rest of the school and summer school growth data;
November/December – report focusing on review of TX21st highlighting potential problems with data;
January/February – report focusing on 1st semester data including grades, district testing and State Assessments, including comparison to rest of school;
March/April – report focusing on planning for final TX21st submission including student grades and looking forward to Final Yearly Report submission;
June/July – school outcomes (State Assessments) report prepared for entry into TX21st as well as communication to stakeholders;
August/September – submittal of Evaluation Report & all data for Final Yearly Report to TEA.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In an effort to promote program effectiveness, the district committee conducted multiple student and adult interest surveys, as well as community and staff task force meetings to gather valuable stakeholder input on proposed activities and services. As a result, the proposed before and after school and summer recess activities to be funded for both students and adult family members at each of the Learning Centers are as follows:

Academic Assistance: Math, Science, Reading, Writing, Homework Help, ESL, Computer Literacy, Peer/Tutoring, Reading Clubs, Virtual Journals/E-diaries, STAAR Prep, PSAT Prep, Critical Thinking, etc. **Enrichment:** Art, Dance, Drama, Music, Fitness/Wellness, Leadership Training, Agricultural Science, Medical Terminology, Aviation, Arts & Crafts, Character Ed, Community Service, Student Clubs, Sports Activities, Chess, Drug & Violence Prevention, etc. **College and Workforce Readiness:** Career Exploration, Career Counseling, Virtual Job Shadowing, College Awareness, Elementary/Middle School Graduation Planner, Virtual College Visits, Resume Writing, School to Career Activities, etc. **Family and Parental Support Services:** Adult Basic Education, ESL, Adult PreGED, Adult GED, College/Workforce Assistance, Computer Literacy, Family Counseling, Financial Education, Drug & Violence Prevention, Fitness/Wellness, Workforce Training, etc.

Special note: Student Enrichment, College/Workforce Readiness, and Family Engagement Activities may be offered on designated Saturdays at the following adjunct sites listed in this application: University of Texas Rio Grande Valley, Texas Southmost College, and Texas State Technical College.

All 21ˢᵗ CCLC Program Centers have included a budget for student transportation in this proposal. Transportation will be available between the Learning Center and the established bus route for regular programming days. Delivery times will be shortly after the conclusion of the daily programming. For Saturday programming, pick up times will be approximately at 7 am at the student's home school and/or designated bus route. Delivery times will be shortly after the conclusion of the Saturday programming.

Statutory Requirement 2: Describe how the eligible entity will 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.

Program information will be shared with the community in both English and Spanish, as appropriate. In addition, program information will be:

- Shared through monthly/quarterly newsletters;
- Made available at RHISD's Public Information Office;
- Provided through foundations;
- Shared with Learning Centers' Site-Based Decision Making Committees;
- Placed on flyers from the Learning Centers sent to community partners;
- Sent through Public Service announcements; and
- Made available at all community-based meetings.

The Learning Centers will work closely with the Public Information Department, District Advisory Committees, Chamber of Commerce, and surrounding Churches to disseminate information. The Learning Centers will submit program information, including success stories and student/parent written stories, to the local newspaper and the local TV station on a monthly basis. The Learning Centers will also maintain announcements, information, photos, a working calendar of services, and events on their own website as well as through a link to the district's website.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Scientifically-based research and best practices for the transformation of schools, which includes results-based improvement initiatives with effective outcomes, were examined. These included: student services; technology; professional development, and family engagement. Based on findings, activities were identified and program were developed that would be implemented during the after school and summer programs. This selection process was implemented on the premise that after school programs that experience a high-level of success are committed to focusing on building a complete continuum of cradle-through-college-to-career solutions (continuum of solutions). Our design promotes both academic programs and family/community supports, with a strong school at the center. Academic programs will include (a) High-quality early learning programs designed to improve outcomes in multiple domains of early learning; (b) High-quality programs and personnel for children in Kindergarten through the 12th grade that are linked to improved academic outcomes; and (c) High-quality programs that prepare students for college and career success. The District also plans to utilize an online K-12 learning solution based on current and confirmed research that assesses students' strengths and weaknesses. The program will prescribe individualized learning paths of engaging instructional material and provide teachers with customizable reports to help guide continued instruction. The continuum of solutions will so be linked and integrated seamlessly so there are common outcomes, a focus on similar milestones, and support during transitional time periods, and no time or resource gaps that create obstacles for students in making academic progress. The continuum will also be based on the best available evidence including, where available, strong or moderate evidence, and include programs, policies, practices, services, and systems that result in improving educational/developmental outcomes for children from cradle-through-college-to-career.

Special note: All students will receive High-quality academic preparation in core courses and standardized exams in order to meet the state and local student academic achievement standards. Staff will also effectively educate and guide career exploration activities and courses that will promote better decision making in Elementary to High School transitioning into Career Pathways as well as their future college major or choice of career.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This proposal includes a comprehensive, collaborative, and coordinated approach that will maximize the efficient and effective use of federal, state, and local resources to more properly aligned student and family engagement activities. More specifically, we will be coordinating all relevant and appropriate student and family services with our district departments as well as with our community partners. District—We will be aligning the regular day school instructional program to before and after school instruction to ensure a continuous flow in learning and resources. We will be utilizing district benchmarks to establish skill objectives for reading, math and science for the different levels to be served. We will be providing in-kind meals and snacks for the project participants. We will be utilizing existing libraries, gyms, and cafeterias for activities. We will be providing access to existing technology and instructional materials. We will be assigning district staff to assist and support the program on a daily basis. Community—They will be aligning their regular day social services to ours. They will be providing access to their buildings, materials, equipment, and resources. They will be assigning staff to assist and support the program on a daily basis.

The following funds will be committed by the district: $19,250 from federal funds and $25,000 from local funds.
Some of these funds will be used to purchase a desktop and lap top computer and printer for the Project director. The large majority of these funds will be used to cover expenses with extra duty pay for teachers/staff for curriculum planning and any additional costs associated with facilitating the Family Engagement Component of the 21st Century Program.

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Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Learning Centers will use either the 2015-2016 STAAR/EOC results or the final six-week's report cards to establish the beginning benchmark. Student progress will be measured in 2016-2017 through six-week assessments, first and second STAAR/EOC administration results, and the final six-weeks report cards.

Each Learning Center will implement a set of performance measures to analyze the percentage of students whose grades improved from the Fall to Spring, students showing school attendance improvement, percentage of students promoted to the next grade level at the end of the school year, percentage of students that graduate at the end of the school year or summer, percentage of students with teacher reported improvements in student behavior, percentage of students attending 30 days or more of programming per term, total number of staff members receiving training, and the percentage of students involved in extra-curricular school activities. In conjunction with all stakeholders, RHISD will periodically evaluate and add, change, or delete measures to improve academic achievement. Academic programs will include:

      (a) high-quality early learning programs designed to improve outcomes in multiple domains of early learning;
      (b) High-quality programs and personnel for children in Kindergarten through the 12th grade that are linked to improved academic outcomes; and
      (c) High-quality programs that prepare students for college and career success.

The district also plans to utilize an online K-12 learning solution based on current and confirmed research that assesses students' strengths and weaknesses, prescribes individualized learning paths of engaging instructional material, and provides teachers with customizable reports to help guide continued instruction.

Special note: All students will receive High-quality academic preparation in core courses and standardized exams in order to meet the state and local student academic achievement standards. Staff will also effectively educate and guide career exploration activities and courses that will promote better decision making in Elementary to Junior High to High School transitioning into Career Pathways, as well as, their future college major or work.

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Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☑ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The targeted number of students in this grant proposal are derived from a pool of students who are categorized as 84% Economically Disadvantaged, average more than a 55% At-Risk factors, are more than 15% LEP, and qualify for 100% in Free and reduced meals. In addition, to these factors, our students face many social barriers. In an effort to reduce our student "AT-RISK" factors while promoting community success opportunities for their family members, the district finds it critical to form partnerships with state agencies, higher education institutions, city agencies, and community-based organizations. More specifically and For Priority Points, the primary focus of the partnerships is as follows: 1) Cameron Workforce Solutions—will provide Adult Basic Education, Adult Literacy, financial planning, family counseling, computer literacy, workforce training, etc. 2) Communities in Schools, Inc. - will provide case management, social service referrals, family counseling, drug/violence prevention sessions, etc. 3) University of Texas Rio Grande Valley, Texas Southmost College, and Texas State Technical College—will provide and/or assist with STEM staff development and STEM related student activities, and the City of Rio Hondo will assist Lopez & Associates with facilitating an Adult Advocate/ Student Mentoring Program.

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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon receiving grant announcement, the district established a plan of action to ensure all stakeholders were given an opportunity to provide input in this process: 1) The district sent notices to their campuses in the district. 2) The district contacted several community agencies in the area. 3) The district, in conjunction with participating campuses, secured over 809 student interest surveys, 136 staff interest surveys, and over 125 parent/adult interest surveys in order to properly document interests by these stakeholders. As indicated in the student interest surveys, the majority of the students selected math and science as their top academic choices. Students also selected technology as a top choice. Staff surveys stated that STEM was a top attraction for students, in conjunction with technology needs. Parent surveys reflected a need for homework assistance and technology. Most parent surveys indicated that they have an intermediate level of computer knowledge and are interested in taking classes. 4) The district, in conjunction with participating campuses, held campus meetings with parents, community members, and staff at each of the campuses to consider and provide input on a Needs Assessment, an Asset Inventory, a proposed program design, a list of suggested activities, a proposed calendar of activities, a proposed schedule of activities, a proposed list of partners, and a proposed budget for the district and respective center. 5) The district held several specific collaboration meetings with targeted partners in an effort to better align supplemental services for our proposed program; i.e. United Way, Communities in Schools, Inc., City of Rio Hondo, Texas State Technical College, Texas Southmost College, and the University of Texas Rio Grande Valley. 6) The district held budget meetings with appropriate district staff in order to ensure a proper level of leveraging was reached. 7) The district held final campus, district level, and community partner consultation meetings to finalize the district's application for the 21st CCLC, Cycle 9 Grant Program. 8) The district secured signatures of support from their Board of Trustees prior to submission.

Special note: In an effort to close academic, social service, and workforce assistance gaps in the areas surrounding our Centers, Out of School Time (OST) Services offered by Workforce Solutions Cameron (WFS) and Communities in Schools, Inc. (CIS) will be utilized to target areas of need. More specifically, CIS will be providing case management services, drug/violence prevention sessions, family financial planning sessions, family counseling, while WFS will offer workforce readiness, workforce training, college assistance, college financial aid assistance, etc. Furthermore, the City of Rio Hondo will also assist in filling in gaps of community service/adult advocacy in the areas surrounding our Centers. Lastly, the University of Texas Rio Grande Valley (UT-RGV), Texas State Technical College (TSTC) and Texas Southmost College (TSC) will be providing STEM staff development and assistance with STEM related student activities.

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RHISD has substantial experience in providing High-quality student academic programming, student enrichment opportunities, and family related services. This success was validated when several of RHISD's campuses received academic distinctions from TEA for improvement in student achievement while reducing achievement gaps among poor and minority students.

We can attribute this success to supplemental and/or after school programs that target our most At-Risk and Economically Disadvantaged students in the district. Additionally, RHISD's students continue to receive regional, state, and national recognition and awards for their performance in enrichment activities such as Agricultural Sciences, Band, Art, Robotics and ROTC.

RHISD will most certainly focus upon researched-based practices to provide educational and related activities that will complement and enhance academic performance, student achievement, post-secondary and workforce preparation, and positive youth development of our students.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RHISD will collaborate with Lopez & Associates to facilitate an Adult Advocate/Mentoring Program for our participating students and eligible family members. The purpose for these collaborations is to help students succeed in school and provide their eligible family members with opportunities to network and engage in community service via Adult Advocates and an Adult Mentoring Program. Lopez & Associates will work very closely with the City of Rio Hondo and United Way to incorporate appropriate and/or designated volunteers into this program. Special care will be taken to actively recruit senior volunteers and our military veterans from the area.

Special note: All interested adults, who will be participating on a regular basis with children, will be subject to the District's Volunteer Clearance Process conducted by the Department of Human Resources; includes a criminal history and background check.

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Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☑ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The 21st Century Program will have continued access to training facilities, technology, and other resources needed to maintain program operation beyond the granted length. We believe that this proposal will implement a comprehensive, collaborative, and coordinated educational framework that will increase and sustain both the student average daily attendance (ADA) and weighted average daily attendance (WADA) rates. This increase in ADA and WADA will provide additional state and special population funds needed to continue programs after the Grant funding ends. The core of the sustainability plan for the program will be focused on marrying the proposed program with the districts' current district improvement plan and funding streams associated to implementation of supplemental support to students and parents. The sustainability of this program will also rely on E-Rate discounts, Title I Part A funds, local funds, and other State Allotment funds. Furthermore, we are committed to working with the United States Department of Education (DOE), the Texas Education Agency (TEA), Community Based Organizations (CBO), and Institutions of Higher Education (IHE) in order to maintain services beyond the grant period. The annual timeline to implement the sustainability plan will commence on July 1st of every school year. Quarterly milestones will be set and adjustments made as needed.

Our plans also include: 1) Continue to require in-kind resources from our school district (e.g., space, supplies). 2) Create a quality program and outreach campaign that will demonstrate to our school board and administration the importance of the program by having expected outcomes, measuring them, and reporting them loudly and often to the board, community via presentations, newspaper articles, newsletters, site visits and testimonials. 3) Develop broad based community support by participating in meaningful community engagement activities such as a charity walk or other special events that will make us more visible and an essential part of the community. 4) Make investments in technology and programs that will outlive the grant cycle. 5) Determine which components of the program are most valuable and seek district support to continue those components (e.g. art, music, family engagement, character education, and financial literacy awareness).

For priority points, we have also attached a letter of support signed by all members of our local school board to officially document their support to sustain this program after grant funding ends.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will seek continuous feedback and involvement from our community stakeholders about our program planning, design, and improvement throughout the course of the project. More specifically, the district will conduct two community interest surveys a year, hold quarterly TASK Force Community Committee meetings to review program goals/objectives/status, send communications to all community outlets on a monthly basis and provide a suggestion link on the district's website.

Special note: Through our community partnerships, the district will promote weekly contact and/or communications with those who will be able to provide more timely feedback regarding program planning, design, improvement, etc...

Key stakeholders and organizations that will be involved in the program include: Students, Parents, Teachers and Staff of all schools chosen to be a part of the program and Community members and Partners such as: Workforce Solutions Cameron, Communities in Schools, Inc., United Way, and the University of Texas Rio Grande Valley, Texas State Technical College, Texas Southmost College, City of Rio Hondo, and Lopez & Associates in an effort to align supplemental services for our proposed program.

The district will ensure that the community stakeholders contribute to creating program awareness, evaluating program effectiveness, and program sustainability by engaging them in active participation on a Community TASK Force Committee as well as in active participation with the Centers. More specifically, the district will engage them in participating in program presentations, program workshops, site visits within the district and to other districts, relevant trainings, community forums, and active participation in city, county, and state meetings in which future program funding is sought.

Special note: Our district will engage our community stakeholders in promoting program activities on a daily, weekly, monthly, quarterly, annual basis by collaborating with them on their newsletters, announcements, quarterly reports, annual reports, and grant submissions.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A full-time Project Director will coordinate and monitor the day-to-day activities of all of the sites. The Project Director will strive to work with each Site Coordinator on a daily basis to assess the need to make immediate changes to the counseling services, revise professional development related to improving achievement, attendance, behavior and forming supportive links between parents, students, and community members, and supporting teachers to form nurturing academic relationships with students to ensure attendance and learning are within the established benchmarks. He/she will also implement corrective services and activities to encourage a continuous environment to increase and improve program success. The Project Director will utilize the District Needs Assessment, in conjunction with the individual Campus Needs Assessments, to structure the after school activities in agreement with all participating stakeholders. Coordination efforts with students, parents, campus staff, and task force members will also align program activities, identify best practices, and provide an open forum for discussion related to student/staff/family continued participation in the program. The Project Director will hold monthly meetings with Site Coordinators and campus administration to review program goals, objectives, milestones and student data progress.

A full-time Site Coordinator at each site will coordinate and monitor the day-to-day activities. Each Coordinator will work with campus staff to assess the need to make immediate changes to the counseling services, revise professional development related to improving achievement, attendance, behavior and forming supportive links between parents, students, and community members, and supporting teachers to form nurturing academic relationships with students to ensure attendance and learning are within the established benchmarks. He/she will also implement corrective services and activities to encourage a continuous environment to increase and improve student achievement and attendance. Site Coordinators will utilize the Campus Needs Assessment to structure the after school activities in agreement with all participating stakeholders. Coordination efforts with students, parents and task force members will also align program activities, identify best practices, and provide an open forum for discussion related to student/staff/family continued participation in the program.

To collect the necessary student and program level data, the Project Director in conjunction with the Site Coordinators will work closely with the District's Assessment and PEIMS Departments to access and secure student data such as the following assessments: TELPAS, SELP, STAAR/EOC results, I station/Mindplay assessments, and district benchmark assessments. The Project Director in conjunction with the Site Coordinators will also utilize pre and post assessment results in all four core areas. The Director will also work with the District's Assessment and PEIMS Departments to access and secure Texas Academic Performance Report (TAPR) data, Public Education Information System (PEIMS) data, DMAC data, and any other database system used by the district and/or collaborating partners. The district will also utilize the TX 21st CCLC Student Tracking & Reporting System reports to keep all stakeholders informed of the status and progress of the each individual site as well as the overall program.

Special note: The Project Director will ensure the timely and accurate entry into the TX 21st Student Tracking & Reporting System by performing daily desktop audits of the information entered by each site. In addition, the Project Director will hold weekly meetings with the Site Coordinators to review program goals, objectives, milestones, and student data progress.

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Rio Hondo High School		
9 digit campus ID#	031-911-001	Distance to Fiscal Agent (Miles)	1.7 miles
Grade Levels to be served (PK-12)	9-12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	140
Number of Adults (parent/ legal guardians only) to be served:	28

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Rio Hondo Junior High School		
9 digit campus ID#	031-911-041	Distance to Fiscal Agent (Miles)	.5 miles
Grade Levels to be served (PK-12)	6-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	105
Number of Adults (parent/ legal guardians only) to be served:	21

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Rio Hondo Intermediate School		
9 digit campus ID#	031-911-103	**Distance to Fiscal Agent (Miles)**	Same location
Grade Levels to be served (PK-12)	3-5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	105
Number of Adults (parent/ legal guardians only) to be served:	21

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Rio Hondo Elementary School		
9 digit campus ID#	031-911-102	**Distance to Fiscal Agent (Miles)**	.5 miles
Grade Levels to be served (PK-12)	K-2		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	95
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name:		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name:		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)		
County-district number or vendor ID: 031911	Amendment # (for amendments only):	

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

County-district number or vendor ID: 031911	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	Center Name:

9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	N/A
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	Center Name:

9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

County-district number or vendor ID: 031911	Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1) Site Coordinator (SC) will coordinate recruitment with the regular school-day learning program administration. SC meets with campus principal and counselor to identify students who are at-risk and would benefit from attending the before and after school program. Students will be selected from groups, such as low-income families; low academic performance; students hard to reach; students who are not participating in extracurricular activities; students from single parent homes; victims of domestic violence, abuse and neglect; students who have been retained and teacher referral of high-need students. 2) SC provides enrollment forms for the program as part of the student packets distributed from the SC's office. Information distributed is in both English and Spanish. 3) All major program decisions in the program are based on data collected from assessment results, Campus Improvement Plans, need assessment, and surveys from parents, students, and teachers. 4) Program information is posted on the 21st Century website, which links from the school's website, provides information about program activities and allows parents to get news about the recruitment process. Flyers and posters are posted to generate interest. 5) The program provides for the hiring of highly qualified teachers. 6) The program staff integrates educational opportunities that support and enrich classroom based instruction through an extension of classroom instruction. Students choose from a variety of activities to enrich classroom based instruction. 7) The program provides a safe, clean facility that is adequate for program needs. 8) SC works with the Project Director and campus administration to monitor program activities. Activities that do not yield results are modified and/or eliminated. 9) The program staff uses the same discipline rules, student code of conduct guidelines as the regular program. 10) District's Food Service Department provides a nutritious snack before and after school. 11) Incentives are provided to encourage regular attendance. Incentives include field trips, certificates, etc... 12) Students, parents, teachers participate in bi-annual survey to measure their satisfaction with the program and provide an opportunity to make suggestions for program improvements. 13) The SC collects success stories to share with the school staff, parents and community.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will be in operation for a minimum of 36 weeks including the six weeks required for summer.

- Fall Term
    a. Starts on September 6, 2016 ends on December 8, 2016;
    b. Days of Operation: Monday – Thursday;
    c. Targeted Grade Levels: Kinder – 12th grade; and
    d. Hours of Operation: 3 hours a day, four days a week = 12 hours

- Spring Term
    a. Starts on January 10, 2017 ends on May 11, 2017;
    b. Days of Operation: Monday – Thursday;
    c. Targeted Grade Levels: Kinder – 12th grade; and
    d. Hours of Operation: 3 hours a day, four days a week = 12 hours

- Summer Term
    a. Starts on May 29, 2017 ends on July 6, 2017;
    b. Days of Operation: Monday – Thursday;
    c. Targeted Grade Levels: Kinder – 12th grade; and
    d. Hours of Operation: four days a week, 4 hours a day = 16 hours

- Eight Saturdays will be utilized for Family Engagement activities; 8:30am to 11:30am.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of the most important tasks of the Project Director and Site Coordinators is to ensure that all activities are delivered in a safe, secure, and appropriate location. Therefore, a Memorandum of Understanding (MOU) is developed during the development of the grant application to outline the needs and responsibilities of the Program Staff and the Campus Administration. The MOU includes provisions for times when the school day needs space for their extended day program activities including outdoor, indoor, work areas, storage areas, computer labs, classrooms, and back up locations. Consideration to ensure the safety of all students, their families, and Center staff during delivery of all programming is done through the use of the ACE Safety Checklist. Each center is expected to complete the ACE Safety Checklist annually as part of the ACE Assessment visit. Special attention will also be required in the following areas: 1) Nutritional snacks (procurement, storage, distribution). 2) Transportation (bussing schedules, parent permissions, bus pass). 3) Emergency plans (contact information for various departments, administration, and staff must be maintained in a visible location. 4) Procedures for emergency situations such as bad weather, discipline, incidents, lock downs, etc. will be developed and shared with all stakeholders. 5) A Program Handbook will be developed and shared with all stakeholders at staff meetings, community meetings and each family will receive a hard copy of the Handbook. The Handbook will also be displayed on the Program's website, as well as at each centers' website. 5) All Site Coordinators are expected to use a special safety checklist that has also been designed for field trips and special events. This checklist outlines the precautions that must be incorporated to ensure the safety of the students. 6) A TEASE class roster will be utilized to monitor students' daily participation. Students will sign the roster upon arrival and initial upon departure.

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

County-district number or vendor ID: 031911	Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director in conjunction with the Site Coordinator at each center will coordinate and monitor the day-to-day activities. Each Coordinator will work with campus staff to assess the need to make immediate changes to the services, revise professional development related to improving academics, attendance, and forming supportive links between parents, students, community members, and supporting teachers to form nurturing academic relationships with students to ensure attendance and learning are within the established Benchmarks. Site Coordinators will utilize the Campus Needs Assessment, as well as the "Strategy Development Process" Appendix 3 to structure the after school activities in agreement with all participating stakeholders. Coordination efforts with students, parents, and task force members will also align program activities, identify best practices, and provide an open forum for discussion related to student/staff/family services.

Our program plans to enable students to be active learners through the use of highly interactive programs such as *Hands on Equations, Renaissance Math, Mindplay/Virtual Reading Coach, EduSmart Science,* and the manipulative of technology. A concrete and manipulative based program, *Hands on Equations*, will be utilized in the area of Math. It is a fun and easy way to learn algebra for students in grades 3-9 and utilizes a whole brain approach to algebraic equations and word problems that incorporates a visual and kinesthetic approach to learning. Its sister program, *Renaissance Math* will be utilized for our K-2 students. Another intervention planned for this program is *Mindplay/Virtual Reading Coach.* It improves Reading by assessing abilities and differentiating lessons and activities. It provides interactive lessons with media-rich content, direct, explicit and systematic instruction, scaffold instruction, and remediation. In addition to these interventions, we plan to implement the use of tablets. The tablets are going to be used in lieu of computers so that our students do not have to wait to go to the computer lab, thus eliminating limited use or access. Students will have tablets assigned to them and will be able to access internet websites while they are conducting research, access other software programs and read as many e-Books as they can. An additional resource to be implemented is *Edusmart Science.* This is a computer program that will be implemented to improve Science literacy and student achievement scores. It is a K-12 solution based program based on current and confirmed research that assesses students' strengths and weaknesses, prescribes individualized learning paths of engaging instructional material, and provides teachers with customizable reports to help guide continued instruction.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at-risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A full-time Project Director will coordinate and monitor the day-to-day activities of all of the sites. The Project Director will strive to work with each Site Coordinator on a daily basis to assess the need to make immediate changes to the services, revise professional development related to improving attendance, and forming supportive links between parents, students, and community members, and supporting teachers to form nurturing academic relationships with students to ensure attendance and learning are within the established Benchmarks. He/she will also implement corrective services and activities to encourage a continuous environment to increase and improve program success. Project Directors will utilize the District Needs Assessment in conjunction with the individual Campus Needs Assessments to structure the after school activities in agreement with all participating stakeholders. The Project Director will require that all Site Coordinators incorporate the "Strategy Development Process" which includes the following seven steps:

     1) Complete Needs Assessment;
     2) Complete Asset Inventory;
     3) Map Needs to Assets;
     4) Analyze gaps between needs that do not have assets;
     5) Develop strategies to eliminate gaps;
     6) Match developed strategies to TEA/Campus Objectives; and
     7) Align proposed activities to matched strategies.

Coordination efforts with students, parents, campus staff, and task force members will also align program activities, identify best practices, and provide an open forum for discussion related to student/staff/family continued participation in the program.

A full-time Site Coordinator at each center will coordinate and monitor the day-to-day activities. Each Coordinator will work with campus staff to assess the need to make immediate changes to the services, revise professional development related to improving academics, attendance, and forming supportive links between parents, students, community members, and supporting teachers to form nurturing academic relationships with students to ensure attendance and learning are within the established Benchmarks. Site Coordinators will utilize the Campus Needs Assessment and the "Strategy Development Process" Appendix 3 to structure the after school activities in agreement with all participating stakeholders. Coordination efforts with students, parents and task force members will also align program activities, identify best practices, and provide an open forum for discussion related to student/staff/family continued participation in the program. Student to teacher ratios will be set to meet the Program requirements at a minimum with special attention being placed with the students who are struggling and/or not meeting program expectations; primary goal is 18:1. *Please note that additional local monies will be included in the district's budget to support the program's goals to address the individual and/or small group needs of struggling students; i.e. this is the district's commitment to assist struggling students by allocating additional monies to lower the student teacher ratios and/or provide for individual and/or small group instruction at specific campuses and/or specific grade levels.*

To collect the necessary student and program level data, the Project Director in conjunction with the Site Coordinators will utilize the following assessments: TELPAS for ELL, STAAR/EOC data, District Benchmark results, PBMAS Reports, PEIMS data, and any other database system used by the district and or collaborating partners. The district will also utilize TX 21st Student Tracking & Reporting System reports to keep all stakeholders informed of the status and progress of each individual site as well as the overall program.

Special Note: The Project Director will ensure the timely and accurate entry into the TX 21st Student Tracking & Reporting System by performing daily desktop audits of the information entered by each site. In addition, the Project Director will hold weekly meetings with the Site Coordinators to review program goals, objectives, milestones, and student data progress.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the full-time Family Engagement Specialist will be to develop and coordinate activities for students and parents at the participating campuses. The Family Engagement Specialist will work with the Program Director, Site Coordinators, and Principals to encourage family engagement in education and successful student outcomes. The Family Engagement Specialist will focus on developing and presenting parent involvement information and technical assistance across all centers and maintain accurate data relevant to the planning, management, and evaluation of the program.

The following are some of the responsibilities to be performed by the Family Engagement Specialist across all centers:
- Build relationships with families and children across all centers;
- Provide families problem-solving opportunities and support that will help them to better meet the needs of their children's educational development;
- Orient parents in the philosophy, policies, and practices of parental involvement in all grade levels;
- Plan parent education and training programs; and
- Assist in recruitment of program participants and registration procedures.

The Family Engagement Specialist will coordinate efforts with Site Coordinators, the Project Director, campus staff, District's Parental Involvement staff, community members, and Task Force Members to provide well planned activities that are specific to the needs of the participants including students and family members.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will coordinate efforts with the Project Director and the Site Coordinator to collect, analyze, and share data related to the needs of ACE families. The FES will also identify and build relationships with community members, agencies, and vendors which will partner with the Centers to support their Family Engagement Component. The FES will also work with Site Coordinators and help them coordinate the on-going Family Engagement Component at their Center based on the needs of their ACE family members. A Parent Handbook will also be developed in order to communicate important information regarding the operation and goals of the program to generate family interest. The handbook will provide a guideline of the ACE program, along with its features and benefits, in order to promote the program within the community. Program information will also be shared via flyers, calendars, and newsletters that highlight upcoming program activities. Program information will also be available to parents via District campus websites in addition to the Program websites.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031911	Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the data collected from the surveys and the Needs Assessment, Program planning will be conducted to ensure that the program activities align and respond to ACE families' needs. Family classes will be offered at all Centers. Some of the family sessions/classes that will be offered are: exercise and health sessions that focus on the dimensions of wellness such as bone health, personal safety, drug abuse, childhood obesity, etc. The sessions that will be offered will improve the overall wellbeing of the student. For example, the sessions will be designed to build interpersonal and intrapersonal communication, develop the importance of reading at home, build self-esteem, and provide opportunities for goal setting and human values education among others. Also, sessions supporting the ACE objectives, in terms of academic performance, will include understanding child and adolescent development, promoting basic study skills, keeping academic portfolios, financial management for college expenses, financial management for college expenses, career exploration, college and workforce readiness, and college acceptance.

Some of the parent, Bilingual (English/Spanish) classes that we plan to offer include Computer Maintenance and Technology, English as a Second Language, Arts and Crafts, Financial Literacy, Family Budgeting, Fitness, Electronics, Auto Mechanics, and EMS.

The budget for the on-going educational family activities each Center implements, will likely be allocated at the Center level. The Project Director, Site Coordinators, and FES will be involved in designing the Family Engagement Activities needed at each center based on Family Voice. In addition, the FES will recruit parent and community volunteers at the centers. Based on our survey results, parents would like to expand their knowledge in the computer technology area. They voiced the need to have access to technology so they can help their children at home.

Special note: Family engagement activities may be offered on designated Saturdays at the following adjunct sites listed in this application: University of Texas Rio Grande Valley, Texas State Technical College, and Texas Southmost College.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 031911	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	☒	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 031911		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	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031911		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031911		Amendment number (for amendments only):		

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☒	☒
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

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	☐	☐	☐
M02	Conduct home visits by staff	☐	☒	☒

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Barrier: Lack of Support from Parents (cont.)

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

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	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☒	☒
N99	Other (specify)	☐	☐	☐

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	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☒	☒	☒
P99	Other (specify)	☐	☐	☐

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	☐	☐	☒
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☒
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☒
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 031911	Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **0**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐

Total Nonprofit Participants

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: ☐	No nonprofit students participating: ☐	No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 031911	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☐ Public school	☐ Private nonprofit school	☐ Neutral site

☐ Other (specify):

Designated Times

☐ Regular school day	☐ Before school day	☐ After school day

☐ Summer vacation	☐ Other (specify):

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

	Description of Difference in Benefits		Reason for the Difference in Benefits
1		1	
2		2	
3		3	
4		4	
5		5	

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