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	
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	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Education Service Center Region 12	161-950		
Vendor ID #	ESC Region #		DUNS #
1-741586927	12		075119917

Mailing address		City	State	ZIP Code
2101 W Loop 340		Waco	TX	76702-3409

Primary Contact

First name	M.I.	Last name	Title
Sharon		Henson	Deputy Director-School Support and Grant Services
Telephone #	Email address		FAX #
254-297-1113	shenson@esc12.net		254-666-0823

Secondary Contact

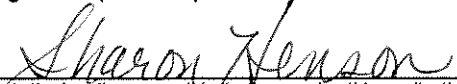| First name	M.I.	Last name	Title
Shelia		Anderson	Deputy Director School Support & Grant Services
Telephone #	Email address		FAX #
254-297-1135	sanderson@esc12.net		254-666-0823

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
Sharon		Henson	Deputy Director School Support
Telephone #	Email address		FAX #
254-297-1113	shenson@esc12.net		254-666-0823

Signature (blue ink preferred)

Sharon Henson

Only the legally responsible party may sign this application.

Date signed

3/24/2016

701-16-102-010

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 161-950	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): 08/01	End date (MM/DD): 07/31

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: 161-950	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: 161-950	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: 161-950	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.	161950 Education Service Center Region 12	Sharon Henson *Sharon Henson*	254-297-1113 shenson@esc12.net	$812,000
Member Districts				
2.	109913 Blum ISD	Elsa Scott *Elsa Scott*	254-874-5231 Elsa.scott@blumisd.org	$133,213
3.	073901 Chilton ISD	Benny Bobo *Benny Bobo*	254-546-1200 bcbobo@chiltonisd.org	$148,014
4.	018908 Cranfills Gap ISD	Vince Gilbert *signature*	254-597-2505 Vince.gilbert@ cranfillsgapisd.net	$51,810
5.	097902 Hamilton ISD	Clay Tarpley *Clay Tarpley*	254-386-3149 ctarpley@hamiltonisd.org	$185,018
6.	109907 Itasca ISD	Glenn Pittman *Glenn Pittman*	254-687-2922 gpittman@itascaisd.org	$148,014
7.	175907 Kerens ISD	Jason Adams *signature*	903-396-2924 adamsj@kerens.k12.tx.us	$111,011
8.	073905 Rosebud-Lott ISD	Don Hancock *Don Hancock*	254-583-4510	$136,913

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	Schedule #3—Certification of Shared Services (cont.)			
County-district number or vendor ID: 161-950			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	081905 Wortham ISD	David R. Allen *David R. Allen*	254-765-3523 david.allen@worthamisd.org	$74,007
			Grand total:	$1,800,000

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 161-950	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: 161-950		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: 161-950	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.

The eight districts of **Blum, Chilton, Cranfills Gap, Hamilton, Itasca, Kerens, Rosebud-Lott and Wortham** are neighboring school districts in the most rural areas of ESC 12 that cover approximately 755 square miles and all are geographically isolated lying 50 miles from any large city. These districts and the **Texas AgriLife Extension Service** in each of the counties and **Texas State Technical College** have jointly come together to form *Kids as Agents of Change*, a 21st CCLC Collaborative Project that focuses on project-based instruction and mentor-experts from the community *(Priority Points)*. All eight of the districts in the collaborative are rural districts and are from 26 to 69 miles from Waco. All of the districts are located in small isolated communities in six counties. Population of the eight districts range from **500 to 7,000**. 25% of the children under the age of 18 live in poverty in these districts. 27% of the population is Hispanic, 32% are African American and 13% do not speak English. The per capita annual income is $18,698 compared to $24,870 for the State of Texas. Agriculture has historically been the primary industry in these areas with 95% of the land used for farming and ranching. The median household income in the counties served is approximately $13,000, which places them in the bottom 15% of counties in the state in family income. Approximately 30.8% of the target region's working age population does not have a high school diploma and only 15.6% of the labor force have a bachelor's degree or higher as compared to 34.2% of the state. Overall the combined demographics of this collaborative include high incidences of poverty, limited English proficiency, substance abuse, crime, gang activity, high dropout rates and low academic achievement. The communities are composed of blue-collar workers and over 70% live in rental property. The children have few, if any, resources to enhance their academic achievement in the home and that coupled with the isolation of the community makes the role of the school districts vital in meeting the needs of the students. Although parents are poorly educated, they are emphatic about changing the future for their children. In preparation for the Cycle 9 application, community needs assessments were done by all of the districts with staff members, community members, parents, and students in the participating districts and the needs assessment supported the need for the continuation and establishment of an after school and summer program. The needs assessment of each district had the following needs in common:

	Need	Cause
1	Support services to increase academic achievement for at-risk students	Large gaps in academic achievement between at-risk population and peers, especially African American and Hispanic students.
2	Students need to see a connection between success in school and improvement in their economic life.	Students do not have a connection between the "world of school" and the " real world". Over 30% of the students come from families who live below the poverty level and there is no connection between student achievement and improving their economic life.
3	Limited enrichment opportunities	Few opportunities for at-risk students to travel beyond their home community due to financial issues and lack of transportation.
4	Decrease student discipline referrals	Lack of positive alternatives for students and lack of staff training
5	Strategies to increase attendance rates	Lack of concern, poor decision making, poor health and nutritional habits
6	Before, after-school, and summer programs that support working families	Large numbers of single-parent homes and lack of available childcare subsidies to help low-income families
7	Education on healthy and nutritional habits	Poor health and nutritional habits of students have accounted for poor attendance rates for students.
8	Parenting classes and adult education classes	Large numbers of adults with limited education and parenting skills as indicated by surveys and local studies
9	After school supervision for children	One-third of students in grades 2-8 stated that they stay at home with siblings after school with no adult supervision. Less than half of the communities have child care facilities available to parents.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 161-950	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.

75% of these communities' childcare facilities have closed leaving no alternative places for students/families to attend after school activities. The average cost for after-school programs is $125 per week for those that can afford the service. No adult supervision and/or positive role model lead to an increase in juvenile crime, substance abuse and truancy issues (Texas Department of Health and Human Services, 2009). Prior to the establishment of the 21st CCLC in five of the eight districts, enrollment had declined because (1) parents drive so far to jobs in other cities that they are taking their children with them because there is no after school programs and (2) the Academically Unacceptable status of the districts had made parents lose confidence in their schools.

Program Description: *Kids as Agents of Change* will align all program and Center activities with the purposes and goals of the 21st CCLC Program. The program that has been developed for these 8 districts is a multi-tiered approach targeting students eligible for school wide programs and families of these students and aligned with the purposes and goals of the 21st CCLC. *Kids as Agents of Change* will develop and implement a consistent and dependable schedule of weekly activities for a total of **35 weeks** for students and adult family members. The program at each Center will run for at least **12** hours per week during the regular school year, Monday through Friday, for **29** weeks. Activities will be a minimum of **45** minutes in length and intentionally planned for each hour each Center is open. During the summer the program will operate **4** hours per day, Monday through Thursday for **6** weeks. Some of the most rural districts will extend their summer program to all-day programs due to the length of the bus rides. A nutritional snack will be served daily and during the summer lunch will be served. The student/teacher ratio will be 20 students per 1 adult or less.

ESC 12 will act as the fiscal agent and will provide the Project Director and the Family Engagement Specialist. The ASTF composed of stakeholders from each district and community began meeting in the fall 2015, to develop the programs for the Cycle 9 21st CCLC grant program. A broad array of services will be available such as adult education, family counseling, college and career readiness, ESL, GED, job readiness skills and parenting skills be available at each center. The libraries and computer labs at each Center will remain open for use by students and their families during the programming hours. Research-based after school and summer school activities will support student achievement, enhance staff development and encourage parental involvement. Certified teachers will work with students to develop project-based activities through *Kids as Agents of Change* format while providing students with expanded opportunities for academic enrichment. All programs will be designed to reinforce and complement the regular academic program. One of the focuses of the program will be for students to reinforce what they have learned during the school day using technology. In addition, the ASTF will provide students with services and activities that promote workforce awareness, job and/or college readiness, skills training and preparation for the workforce. Drug/violence prevention programs, character education and intervention programs such as Safe and Civil Schools, a school-wide behavioral plan that stresses proactive and positive corrective responses toward misbehavior will target students exhibiting behavior that may lead to a referral to District AEP or JJAEP placement. Volunteer mentors and reading partners will participate in activities. Projects carried throughout the year will include presentations, performances, experiments and games. A service-learning project at each center will provide students with a chance to expand their learning beyond the classroom yet make a real difference in the community. A variety of best practices, research-based after-school tutorial and summer school activities will support student achievement, enhance staff development, and encourage parental involvement. Each of the eight districts and their staffs have been involved in this program from the initial meeting and there is district staff and community support for this project. The Board of Trustees and the administration wholeheartedly support the program as evidenced by the letters of support of each district (*Priority points*) attached to the application.

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

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 161-950				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	$1,295,000	9,000	1,304,000
Schedule #8	Professional and Contracted Services (6200)	6200	$86,000	$30,000	$116,000
Schedule #9	Supplies and Materials (6300)	6300	$74,145	$	$74,145
Schedule #10	Other Operating Costs (6400)	6400	$174,968		$174,968
Schedule #11	Capital Outlay (6600)	6600	$89,064	$	$89,064
	Consolidate Administrative Funds			Yes **X** No	
Total direct costs:			$1,719,177	$39,000	$1,758,177
5.872% indirect costs (see note):			N/A	$41,823	$ 41,823
Grand total of budgeted costs (add all entries in each column):			$1,719,177	$80,823	$1,800,000

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	$954,532		

Administrative Cost Calculation	
Enter the total grant amount requested:	$1,800,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$90,000

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

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

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

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 161-950		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		$65,000
5 Site coordinator (required)	10		$460,000
6 Family engagement specialist (required)	1		$49,000
7 Secretary/administrative assistant	1		$9,000
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:	$583,000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$200,000
25 6121 Support staff extra-duty pay			$350,000
26 6140 Employee benefits			$171,000
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$721,000
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$1,304,000

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

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 161-950	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	$36,000
	Specify purpose: ESC charges as per approved cost allocation plan- internal service fund for Project Director, FES, Site Coordinators (12 employees)	
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	$
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	External Evaluator	$30,000
2	Contract for enrichment activities with colleges; individuals- STEM; Robotics; music; art; drama; recreation; science	$50,000
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$
	(Sum of lines a, b, and c) Grand total	$116,000

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: 161-950	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$74,145
	Grand total:	**$74,145**

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: 161-950	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.	$
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.	$
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:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$174,968
	Grand total:	**$174,968**

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: 161-950			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	Laptop computers for digital learning	250	$250	$50,000
3	Mobile learning tablets	250	$100	$25,000
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	Software for individualized learning in content areas; college readiness; adult learning	4	$1,016	$4,064
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19	Charging Carts	10	$1000	$10,000
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:	**$89,064**

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: 161-950			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: 1335

Category	Number	Percentage	Category		Percentage
African American	186	14%	Attendance rate		95%
Hispanic	680	51%	Annual dropout rate (Gr 9-12)		0.6%
White	466	35%	Students taking the ACT and/or SAT		26%
Asian	3	<1%	Average SAT score (number value, not a percentage)		21
Economically disadvantaged	922	69%	Average ACT score (number value, not a percentage)		1327
Limited English proficient (LEP)	67	5%	Students classified as "at risk" per Texas Education Code §29.081(d)		50%
Disciplinary placements	267	20%			

Comments

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

Category	Number	Percentage	Category	Number	Percentage
African American	4	4%	No degree	0	0%
Hispanic	11	11%	Bachelor's degree	88	88%
White	85	85%	Master's degree	12	12%
Asian	1	<1%	Doctorate	0	0%
1-5 years exp.	2	27%	Avg. salary, 1-5 years exp.	$34,822	N/A
6-10 years exp.	19	19%	Avg. salary, 6-10 years exp.	$37,604	N/A
11-20 years exp.	30	30%	Avg. salary, 11-20 years exp.	$46,898	N/A
Over 20 years exp.	24	24%	Avg. salary, over 20 years exp.	$52,149	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 161-950									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	48	112	119	123	128	139	140	150	97	100	68	46	38	27	1335
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	48	112	119	123	128	139	140	150	97	100	68	46	38	27	1335

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 161-950	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.

Objective Needs Assessment Process – ESC 12 believes that a comprehensive needs assessment is critical to the development of high-quality after-school programs. Research supports that programs that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change (Darling-Hammond 2012). Each district in the collaborative has created an **Advisory Committee** comprised of students, parents, p teachers, administrators from the campus and district level, community and business partners, and representatives of contributing service providers. Representatives from each Advisory Committee serve as members on the **After School Task Force (ASTF).** The purpose of this needs assessment was to systematically review current practices, processes, and systems within each school in the collaborative as well as examine and analyze the state of current student achievement, and the goals that are currently in place for student achievement. This needs assessment process was organized into committees with each focused on gathering and analyzing different data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment was the tool that guided meaningful planning for the needs of each school's Program.

Process to identify and prioritize the needs of each Center: A School Profile (developed by the ASTF) at each school was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of the school's environment provided information to be collected and analyzed for the needs assessment via the following activities: 1) Individual and group interviews with the superintendent, principal, assistant principal, counselor, teachers, parents and students (when age appropriate); 2) Pre-assessment survey feedback from stakeholders that included teachers, parents, and students; 3) Review of school data {PEIMS, TAPR, CIPs, lesson plans, etc.}; 4) STAAR test scores and TPRI scores as well as benchmark assessments {aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates}; 5) Curriculum and instruction issues were examined, including alignment with TEKS and STAAR; 6) Professional development needs were assessed including the nature of professional development, planning time for teachers, financial incentives; 7) **Needs of Working Families:** Family and community involvement was examined through communication with parents in each of the schools about student achievement, their involvement in decisions at the school, supports systems provided to families and discussions of how the economy has caused hardship for both employed and unemployed parents. In each group discussion the gap between work and school schedules presenting working parents with the challenge of finding someone to care for their children was discussed in detail. The combination of lack of childcare for families in these communities and the cost ($15 per hour) for sitters is simply not feasible for many working families in these schools and communities. According to parents in the communities, providing a quality after school program for their children is the single most important way that the schools could help working families.

ESC 12 specialists in the field of evaluation performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. The ASTF determined the current state of student skills and knowledge as well as organizational goals, climate and internal and external constraints. The "Gap" Analysis produced a large list of needs for each school in the collaborative. Next, the ESC 12 specialists with input from each Advisory Committee determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed. Causes for student performance problems were identified based on reoccurring trends and growth opportunities for staff were identified based on interviews with staff, surveys, and data collection. The recommendations from the Advisory Committees were communicated to the ASTF and the prioritizing of needs was done by the entire ASTF over several months and numerous meetings. Each prioritized need was aligned to recommended activities that would make a great difference to students and families in the afterschool program. The aligned needs and activities were developed and disseminated to the Advisory Committees at each of schools in the collaborative. Members of the ASTF from each district agreed to the needs and aligned activities and committed their support to the after school program design.

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 161-950	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.	There is a need to close the gaps in academic achievement between at-risk students and peers because disaggregated STAAR scores show a large gap (12 percentage points) exists between students identified as "economically disadvantaged" and those identified as "non-economically disadvantaged" for English Language Arts/reading, mathematics, science and social studies.	1) Student progress will be reviewed by an intervention team that will make intervention recommendations for students based on their benchmark testing, previous standardized STAAR/EOC tests, TPRI results, and universal screening assessments; 2) students will be grouped during homework and tutorials with grade level peers and teachers so they can focus on grade level assignments; 3) staff will communicate with the regular classroom teachers on a weekly basis to discuss student progress; 4) students will be able to apply skills they have been taught in the regular classroom and "fine tuned" in the after school program.
2.	There is a need in the eight school districts and communities to provide students with enrichment activities outside the school day. Students in these communities do not have access to enrichment activities that their more affluent peers who live in more populated areas have available such as fine arts, music, and drama.	1) Provide exciting, fun, engaging and learning enrichment activities in abundant variety to allow for student choice thereby attracting and sustaining student attendance. 2) Strengthen creative expression, critical thinking and problem solving skills with after school project-based enrichment classes that have a real-world connection to enable students to use multiple skills.
3.	There is a need to decrease student discipline referrals during the regular school day. During the 2014-15 20% of the students in the schools in this collaborative left the classroom for disruptive behavior.	A positive behavior support system, Safe and Civil Schools, will be implemented at each Center. By accurately addressing the root causes of behavior students with be provided a full continuum of supports to address behavior issues.
4.	There is a need for students to understand the connection between success in school and improvement in their economic life. 30% of the students come from families who live below the poverty level and there is no connection between student achievement and financial success in life.	Personal visits, job shadowing, career fairs and reading educational books & exploring STEM careers will provide the student connection and relevance to the real world. Students will be provided career exploration and college preparation to encourage them to establish and work toward long-term goals.
5.	There is a need for after- school supervision for children in the eight communities. The needs assessment highlighted that one-third of the students in grades 2-8 stated that they stay at home with siblings after school with no adult supervision. Less than half of the communities have in-home childcare available and there are no licensed childcare facilities within seven of the eight communities.	Provide a safe and welcoming environment for the students who are most in need of after school services such as youth development activities; drug-and-violence prevention programs; counseling programs, art and music; recreational programs; technology education programs; character education programs; college and work readiness programs designed to reinforce and complement the regular academic program.

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Schedule #14—Management Plan		

County-district number or vendor ID: 161-950	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	MS degree in related field; 5 years' experience in an educational or social work setting with supervisory experience of medium teams; ☐experience in budget management, data reporting, and management information systems; and evaluation; ability to communicate in native language(s) of program recipients.
2.	Site Coordinat or(s)	BS/BA in field required; ability to maintain positive working relationships with public and frontline staff; strong organization & time management skills; excellent written and verbal communication skills; ability to communicate in native language(s) of program recipients preferred. 3 years teaching experience or working with youth required.
3.	Family Engagem ent Specialist	BS/BA in related field; strong communication, public relations and interpersonal skills; familiar with the community/support agencies; adaptable to the needs of the families; work flexible hours; 3 years' experience working in an education, social service, or family support setting with families that have diverse cultures and economic backgrounds and effective parenting techniques; Ability to communicate in native language(s) of program recipients preferred.
4.	Evaluation	Graduate degree in evaluation or related field; 5 years' experience as a professional evaluator; experience with 21st CCLC programs; experience with evaluations of federally funded grants
5.	Consul.	Experience working with students; ability to integrate activity into 21st CCLC objectives

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 Academic Performan ce	1.	Develop research-based curriculum for core subjects	08/01/2016	07/31/2017
		2.	Develop differentiated instruction aligned to school day curriculum	08/01/2016	07/31/2017
		3.	Provide targeted tutoring that is aligned to the regular school day	09/06/2016	07/31/2017
		4.	Student progress is continuously reviewed & monitored	09/06/2016	07/31/2017
		5.	Monthly meetings-SC & PD to address goals and objectives met	09/06/2016	07/31/2017
2.	Improve Attendanc e	1.	Provide engaging enrichment activities that students will attend	09/06/2016	07/31/2017
		2.	Survey students to determine enrichment classes of their choice	09/06/2016	07/31/2017
		3.	Provide project-based enrichment classes – real word connection	09/06/2016	07/31/2017
		4.	FES monitor attendance and intervene with home visits	09/06/2016	07/31/2017
		5.	Educate parents on the importance of school attendance	09/06/2016	07/31/2017
3.	Improve Behavior	1.	Implement a positive support system for students	09/06/2016	07/31/2017
		2.	Provide adult advocates based on student needs	09/06/2016	07/31/2017
		3.	Target students exhibiting behaviors that may lead to DAEP	09/06/2016	07/31/2017
		4.	Provide classes on conflict resolution and alcohol & drug abuse	09/06/2016	07/31/2017
		5.	Provide peer culture training that build character & leadership	09/06/2016	07/31/2017
4.	Improve Promotion Rates	1.	Work with regular day staff to identify students who are at-risk	09/06/2016	07/31/2017
		2.	Target STAAR aligned after-school tutorials	09/06/2016	07/31/2017
		3.	Disaggregate data to identify students' specific learning needs	09/06/2016	07/31/2017
		4.	Work w/community partners to hold goal setting sessions	09/06/2016	07/31/2017
		5.	Provide educational opportunities to parents of students	09/06/2016	07/31/2017
5.	Improve Graduatio n Rates	1.	Develop a College-Going Culture curriculum	09/06/2016	07/31/2017
		2.	Identify at-risk students and develop intervention processes	09/06/2016	07/31/2017
		3.	Assist students in identifying their own future expectations	09/06/2016	07/31/2017
		4.	Assign after-school mentors to at-risk students	09/06/2016	07/31/2017
		5.	Provide classes for parents that raise expectations for students	09/06/2016	07/31/2017

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: 161-950	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.

Each district in the collaborative has created an advisory committee comprised of students, parents, participating teachers, administrators from the campus and district level, community and business partners, and representatives of contributing service providers. The purpose of the advisory committee is to monitor program appliance, make adjustments when necessary, serve on the After School Task Force (ASTF) at ESC 12, and report the changes that have been approved. The ASTF at ESC 12 is composed of representatives from each district's advisory committee. In quarterly meetings, the ASTF provides oversight by: 1) meeting on a quarterly basis with the program director to monitor progress, review stated benchmarks toward performance measures and evidence of improvement; 2) feedback that has been solicited from staff, external consultants, and partners is reported to the advisory committee; 3) program satisfaction for programs new to the district that has been solicited through interviews and surveys (educators, students, parents, and partners) and academic performance of students monitored every six weeks is reported to the advisory committee; 4) on-going assessment of proposed objectives are reassessed every quarterly (if needed); and 5) regular evaluation results are reviewed and recommended program modifications are implemented to increase the effectiveness of the program. Multiple data collection methods and strategies are used to determine whether or not the specific project is being implemented according to set and approved guidelines, what the strengths and barriers to success are and what types of improvements needs to be made to increase program effectiveness. The Project Director, housed at ESC 12, is the position responsible for ensuring that all monitoring procedures are implemented and the results of the quarterly meetings are reported to each school community and the funding agency, if required. This AST serves as the vehicle through which a diversity of voices and feedback is obtained, ensuring continuous improvement in the operation of the project. The Project Director maintains minutes from the ASTF meetings and copies of all documentation. This information is used for monitoring implementation and effectiveness of this project. These records of changes approved by the ASTF are made available to school staff and to the public through the ESC 12 website, the local newspapers in each district, and are available in the Superintendent's office at each district.

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.

7 of the 8 districts in the Cycle 9 *Kids as Agents of Change Program* have been involved in the Cycle 7 21st CCLC grant that ends in July 2016. All stakeholders have been committed to and confident of sustaining the program once the grant period has passed. Since the fall 2015, the ASTF has discussed all aspects of the Program and much time and discussion has been given to sustaining the programs after funding ends. The ASTF studied the research done by The Finance Group (2010) and examined interviews with 22 current and former 21st CCLC grantees that have had success with sustainability. Although no state data exists, this study noted that 100% of the programs have sustained programming with more limited funds but the same scope and quality. The ASTF proposed a tentative sustainability plan: 1) the external evaluation would be done every 3 years instead of each year; 2) the full-time project director and site coordinators would be reduced to part-time; 3) investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle; 4) programming for parents/families will be reduced or taken over by partners; 5) summer programming would be reduced but not eliminated; 6) programs would rely more on volunteers (whose relationships were established during the grant period); 7) program staff would rely on paraprofessionals rather than teachers for some of the programming; 8) a fee would be charged to families based on a "sliding scale" based on federal Lunchroom Program criteria. During the grant period the ASTF agrees that sustainability should be a focus and the ASTF has identified factors that will be critical to sustainability: 1) concentrate on making the partners truly collaborative and not just serve as vendors; 2) leverage funding from local district budgets, Title I, State Comp funds, and local foundations; 3) document the quality of the program so information will be available when seeking support beyond the grant period; 4) seek out "Champions"(leaders in the community) that will serve as a champion for the program by raising public awareness and leverage new sources of funding; 5) celebrate successes of the program and have these successes publicized so that citizens understand the importance of after school programs; 6) professional development opportunities for educators will be retained and used with students in future years; 7) the Superintendent and Board of Trustees of each district will be kept well informed of all Program successes to guarantee that they are committed to institutionalizing the *Kids as Agents of Change Program.*

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 161-950	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.	Quantitative Evaluation: Student Academic Achievement (STAAR; Benchmark results)	1.	All student STAAR scores will increase by 10% from 2015 scores
		2.	Grades will increase by 10% from fall to spring
		3.	95% of all students will be promoted to the next grade level
2.	Quantitative Evaluation: Student Attendance (School Attendance Records)	1.	Average daily attendance will increase by 1% in the regular school day
		2.	75% of regular students will attend the after school program for 60 days
		3.	50% of regular students will attend the after school program for 90 days
3.	Quantitative Evaluation: Student Discipline (Student Discipline Reports)	1.	Out of class time for discipline will decrease 10% for regular students
		2.	85% of regular students will have no documented discipline incidents
		3.	Student grades will increase by 10% from fall to spring
4.	Qualitative Evaluation: Parent and Student Focus Groups & Surveys	1.	75% of students will rate the program quality as "Excellent"
		2.	75% of parents will rate the program quality as "Excellent"
		3.	90% of parents & students will say they are satisfied with the program
5.	Qualitative Evaluation: Observations of After School Staff & Students	1.	100% of students are using STEM-based programs & technology
		2.	100% of staff are engaged in hands-on instruction
		3.	Tutoring and homework assistance are 100% aligned with the school day

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.

The process to collect data includes Benchmark data, STAAR and EOC scores, quarterly reporting, scheduled management team meetings, and evaluations after each activity. Changes in program activities will be reviewed and recommended as a result of the final year report. Using a tiered-approach, quantitative and qualitative outcome components will be used in the evaluation process. **Quantitative measures** include required scheduled reports, attendance and discipline records, measurable decline of negative behaviors, satisfaction surveys, performance assessment data and number of times students and parents access the services. **Qualitative evaluation** methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with 21st CCLC guidelines and the grant management plan. Data collection methodologies such as evaluator observation and parent-teacher-student surveys will be used to assess program progress. Benchmark and STAAR scores will also be disaggregated and analyzed. The ASTF with assistance from the external evaluator are charged with refining, improving and strengthening the program. Formative evaluation will begin during project development and will continue through the life of the project. The intent is to assess ongoing project activities and provide information to monitor and improve the project that includes strategies and activities that will involve all participants in the quantitative and qualitative assessment of each activity. This will ensure that program changes can be made to ensure that the quality of the program implementation is maintained. These strategies include measures designed to show gains in student learning and skills as well as evidence of program impact on all stakeholder. Through quarterly visits the external evaluator will assess program progress and provide written feedback. The PD will communicate weekly with the SC to ensure that programming sessions and activities are of high quality and relevant to the curricula being used at each Center. Ongoing collaboration and involvement will ensure that recommendations for program improvement are discussed in a timely manner and dealt with promptly. Continual input from stakeholders will ensure quality in all activities and products. The PD will provide monthly briefing and the findings will be made available to the district superintendents, ASTF members, principals, and other interested stakeholders, sharing formative data. Findings will also be made available to school staff and to the public through the ESC 12 website, the local newspapers in each district, and are available in the Superintendent's office at each district.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 161-950	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.

Tutoring and Homework Assistance: *Kids as Agents of Change* will implement *Strategic Tutoring* to provide small group tutoring sessions focused on essential skills in the core subject areas. Highly skilled certified teachers focus on direct strategy instruction in literacy and mathematics. Students are given opportunities to practice and apply skills and strategies within a supportive learning environment. Formative assessment is used throughout the tutoring sessions in order to continually diagnose student needs, adapt instruction, and provide feedback to students. Each ACE student has an individualized Instructional Goals Agreement with a weekly focus and based on his or her needs that is developed collaboratively by the tutor, the student and classroom teacher. Homework completion will be integrated into the tutoring sessions after a diagnosis of why students are not completing homework has been done.

Academic Enrichment: Through *MicroSociety's After School Curriculum and MindWorks Curriculum ACE* students will make connections and apply classroom skills to real world activities as they run businesses, manage banks and finances, adjudicate laws, and develop social, cultural and government agencies in a miniature society. Student will be engaged in work that requires them to apply their reading, writing, math, social studies, science, and even performing arts skills. Students will work as producers, consumers, legislators, bankers, attorneys, bookkeepers, sales clerks, production workers, managers, and other roles. Drawing connections between information taught and real life is highly effective in engaging students. Other enrichment activities offered are recreation & wellness; music, dance, art lessons, and performances; youth development activities; character education; financial literacy and Entrepreneurship.

College and Career: Students at all grade levels will participate in college/workforce readiness and awareness activities. College partnerships will assist students in discovering careers through a program entitled "Your Future is Wide Open" which will introduce students to career assessment programs with facts about more than 500 specific careers. College and Career activities will be integrated with each enrichment activity.

Family and Parental Support: Partners will provide The College Achievement Program (CAP) program, which is done through informational presentations at schools/community sites as well as individually with middle & high school students and their parents. Other activities include family literacy activities, ESL, GED, adult education/parenting skills; teen parenting, and financial literacy for families.

Supplemental Activities: Although these activities are highly aligned with the school day curriculum, these activities are supplemental in nature. After school staff will meet with each Campus Committee in August 2016, to present an overview of the year's activities to make sure that no services and activities are duplicated for students and families.

How Students Will Travel Safely To/From the Center and Home: Each of the 10 centers will provide transportation to and from the centers. All eligible students whose home campus is not an after school center will be transported on the district's school buses to their assigned center by the district Transportation Department. All students will need transportation home. Parents or their designee (signature on file) may pick up the student at any time during the after school/summers hours.

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.

The *Kids as Agents of Change* Program will use multiple media tools to communicate with students, teachers, parents and the community. All recruitment materials will be in Spanish and English with descriptions about the types of services that are provided at the Centers and availability of transportation to and from the Centers. The Media tools that will be used for communicating program information, funding sources, availability, special events, success stories, enrollment processes, special announcements, activities available, contact information, and any other relevant program information are as follows: 1) A website will offer a link to each campus/center to view a monthly newsletter, contact the Program/Site Coordinator (via e-mail), view program activities and events; 2) a monthly newsletter produced quarterly will be distributed to the community and to all students/parents as well as to the Administration office and Board of Trustees; 3) the local newspaper will run a bi-monthly articles; 4) The Project Director will give quarterly reports to the Superintendent and Board of Trustees detailing program progress; 5) A district-leased billboard will advertise the program; 6) Campus marquees will advertise the ACE Project; 7) Each campus has a School Messenger phone system that will call parents and students and update them on the ACE Program; 8) *Everyday Mom*, a daily TV program from KWTX-TV, will highlight the program on a weekly basis, presenting student and teacher activities. This program will be available to all 8 communities.

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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.

Improving student individual achievement and campus achievement in each of the Centers will be done by initially selecting students that are the "most in need" of assistance. Once these students are identified, the Project Director and Site Coordinator will develop a support system that allows for each student's progress to be reviewed by a *System of Support (SOS) Team* (composed of Center staff, teachers, administrators and content experts) who makes recommendations for individual interventions for students based on their benchmark testing, previous standardized STAAR/EOC tests, TPRI results, and universal screening assessments. These students will be grouped during homework and tutorials with grade level peers and teachers so they can focus on grade level assignments. The teachers in the program will have documentation of the skills that these students need to work on to be successful with these assignments, and will tutor students individually on these missing skills. Each Site Coordinator will communicate with the regular classroom teachers on a weekly basis to discuss these students' progress, make changes in the student's after school plan, and set new goals for the student. The *Kids As Agents of Change program* will give students a chance to apply the skills that have been taught in the regular classroom and "fine tune" the skills needed to carry out project-based lessons. The Program will provide extra academic assistance and support in the form of tutoring and homework assistance for students struggling in the core subject areas. By participating in this project-based learning component of the program, students will gain technology skills, improve communication skills, and increase collaboration skills. By working in groups students will develop a plan of action that will include collecting background research, implementing a plan using the scientific method, communicating with mentors, creating presentations and compiling a digital notebook according to specified guidelines. All activities will be age-appropriate.

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.

In early meetings with the After School Task Force (ASTF), district administrators were ask to examine their budgets to see where federal, state and local programs could be combined or coordinated with the *Kids As Agents of Change* program to make the most effective use of resources. These 8 districts will operator the *Kids As Agents of Change* program both during the school year and during the summer utilizing existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost to the program. In addition, each district has agreed to leverage resources to the program by agreeing to earmark at least $1,000 in Title I Part A funds toward the Family Engagement portion of the grant. Also state compensatory education funds at each district will be available to assist with additional tutoring staff if needed.

The district has made these commitments and has documented these funds. In addition, the program will be organizationally positioned within the Department of Instructional Services at ESC 12. This design was implemented because this division strongly advocates and has access to the array of student programs within the region to maximize resources for students and to begin planning for sustainability. The Deputy Director for Student Services, Sharon Henson, will oversee the Project Director at no cost to the grant.

To make the most effective use of public funds, ESC 12 currently has a US Department of Education Gear Up Grant as well as an Upward Bound grant that focuses on at-risk middle and high school students. Both of these projects have reduced the ratio of students-to-counselors in some of the campuses proposed for this grant project. The services through this grant and the partners within this grant will be coordinated with *Kids As Agents of Change* Program to work with students and families in need of counseling. Furthermore, all these resources working together will provide for an effective and efficient program for all the students and families.

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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.

Proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities: The After School Task Force (ASTF) used a process for selection of programs, curriculum, and activities that ensures support for the regular school day and is based on the measures of effectiveness research. Activities are innovative, interactive and based on best practices of instruction that assists students in learning and gives them the ability to make connections to the real world. Activities are based upon assessment of objective data in each of the four components and are focused on areas of need as indicated by results of the community needs assessment, student & teacher surveys and campus needs. The **quantitative component** will measure data in order to determine whether or not each Center successfully meets the measures of effectiveness. *Kids as Agents of Change* will use the STAAR/EOC results in English Language Arts/reading and mathematics (performance measures) to assess the effectiveness of the academic support and enrichment programs. Growth will also be monitored using benchmark assessments at each district. Students not scoring at or above grade level on these interim measures are noted as "students most in need" and intervention strategies are designed to accelerate student progress. Each Center will provide students and families with high-quality academic enrichment opportunities based on stakeholder input. Parent surveys indicated a high need for after-school and adult education programs; therefore, it is the responsibility of the ASTF to determine each campuses needs to the resources available and develop a list of programming strategies to meet the needs of the participants and maximize the use of local resources. Increases in student academic success will be measured through the analysis of student report card grades during each six-week grading period and benchmark test results gather three times per year.. **References to evidence-based research that supports the design of the program or activity:** *Kids as Agents of Change* will utilize research-based practices that involve the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Campus principals serve as the academic leader for each campus in the project and they may be called upon to assist the Project Director, Site Coordinators and teachers in providing scientific research-based practices. The impact of academic success for students will be measured not only by decreases in the number of STAAR failures but also decreases in the number of students being retained each year, decreases in student discipline problems, an increase in attendance in the school day, and increases in the district's graduation rate. Improvements demonstrated by students in character and citizenship education will be detailed by measuring program attendance reports, regular school attendance, decreases in discipline referrals and decreases in referrals to the AEP programs. Value-added analysis comparisons will be made between academic years to determine whether or not program activities have increased each student's academic success. Moreover, an analysis of academic data will be compared to non-attendees, detailing gains in reading and mathematics (Deschenes, S., & Malone, H. J., 2011). **Summary of the plan to collect local data for continuous assessment and local program evaluation.** Project evaluation strategies will employ systematic, empirical methods that draw on observation or experiment involving rigorous data analysis that are adequate to test the stated hypotheses and justify the general conclusions drawn. Data collection processes will rely on measurements or observations, and across studies by an external evaluator and will be evaluated using quasi-experimental designs in which individuals, entities, programs or activities offer the opportunity to build systematically on their findings. *Kids as Change Agents* of will undergo continuous evaluations to assess its progress toward achieving its goal of providing high quality opportunities for students in the ten Centers by

• Determining that the program is sound, operating as planned and achieving the desired effect.
• Formative evaluations will assess the immediate or short-term outcomes of the program, appropriateness of content, methods, materials, media and instruments.
• A Process evaluation will identify the barriers and supports, allowing for strategy development to optimize progress.
• A Summative evaluation will determine the impact or outcome of the program implementation.

These results will be used to refine, improve, and strengthen the program or activity, and to refine the performance measures and will be made available to the public upon request.

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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.

X 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.

Each of the districts in the *Kids As Agents of Change* program will have local partners from their own communities that will deliver enrichment, mentoring, and special assistance to students at each of the ten centers. However, **Texas AgriLife Extension Service** in each county and **Texas State Technical College (TSTC)** located in Waco, Texas will serve as common partners for all of the students in the program. These partners have been involved in the planning and development of the program and will be involved in the implementation phase as well as having a vital interest in the outcomes of the program. The ASTF has met with Texas Agrilife Extension Services and TSTC to develop Memorandums of Understanding outlining the roles that Texas Agrilife Extension Service, TSTC, ESC 12, and each school district within the partnership.

The Texas A&M AgriLife Extension Service is a unique education agency with a statewide network of professional educators, trained volunteers, and county offices reach into every Texas county to address local priority needs. County Extension Agents from each of the counties in the Kids As Agents of Change Program have met and looked at the needs assessments from each of the districts. Students will be able to attend sessions that impact their lives in rural areas such as 1) mitigating drought impacts; 2) conserving water use in homes, landscapes, and production agriculture; 3) improving emergency management; 4) enhancing food security; and 5) protecting human health through education about diet, exercise, and disease prevention and management.

Texas State Technical College (TSTC) is also part of the Texas Girls Collaborative Project that is committed to informing and motivating girls to pursue careers in science, technology, engineering and mathematics (STEM). TSTC has agreed to provide students at each of the Centers with the opportunity to explore science, technology, engineering and mathematics (STEM) fields by engaging in hands-on activities during regularly scheduled times each week during the regular school year and week-long summer camps. TSTC has agreed to implement a Waterbotics Program for students at each Center. Waterbotics is a program that teaches middle and high school students to work together to design, build, test and redesign underwater robots made of LEGO blocks and other components. The students program their robots to maneuver in the water, which in turn gives them experience with computer programming. Other units of study that TSTC will assist *the Kids As Agents of Change* program are: 1) Robotic kits and microcontrollers to build devices and learn basic programming functions; 2) Video Game Design; 3) Supercomputing; 4) Drafting & Design; 5) Web Design. 6) TSTC will also assist students in discovering careers through a program entitled "Your Future is Wide Open" which will introduce students to the Kuder and Discover career assessment programs with facts about more than 500 specific careers. TSTC will also train staff to carry out many of the programs so that the STEM programs will be sustainable once the funds end.

Area colleges, Navarro College, Hill College, and Central Texas College, will provide tutoring, mentoring, parent training, Career Readiness Awareness for students and parents, financial aid training and support, and guided college visits for the Centers within their service areas. Another partner, Viable Options in Community Endeavors, Inc. (VOICE) will provide education and leadership opportunities for at-risk youth and their families as well as service learning and job readiness. Texas Master Gardeners Club will assist each Center in developing a garden and greenhouse for students to raise vegetables and flowers. An MOU with each partner is on file at ESC 12.

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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.

Summary of available resources for each proposed community learning center: In early meetings with the ASTF district administrators were ask to provide a list of available resources for each Center that would be coordinated with the *Kids As Agents of Change* program to make the most effective use of resources. Each of the districts submitted lists that gave permission for the *Kids As Agents of Change* program to utilize existing classrooms, libraries, computer labs, gymnasium facilities, teacher workrooms, office space for the Site Coordinator and access to copy machines, printing machines, and district software packages for tutorials and accelerated learning programs at each center at no cost to the program both during the school year and during the summer. Each district has allocated a staff member within the business office to perform clerical duties related to the budget. In addition, each district has agreed to leverage resources by agreeing to earmark $1,000 in Title I Part A funds toward the Family Engagement portion of the grant. Also state compensatory education funds at each district will be available to assist with additional tutoring staff if needed. The district has made these commitments and has documented these funds.

Address the needs identified through the assessment/evaluation process: Major <u>needs and gaps in services</u> that were reported back to the ASTF through the community needs assessment are:

<u>Need 1:</u> There is a need to close the gaps in academic achievement between at-risk students and peers because disaggregated STAAR scores show a large gap (12 percentage points) exists between students identified as "economically disadvantaged" and those identified as "non-economically disadvantaged" in core subject areas.
<u>Address Need:</u> Interventions for students based on their benchmark testing, previous standardized STAAR/EOC tests, TPRI results, and universal screening assessments will be implemented; 2) students will be grouped during homework and tutorials with grade level peers and teachers so they can focus on grade level assignments; 3) communicate with the regular classroom teachers on a weekly basis to discuss student progress; 4) students will be able to apply skills they have been taught in the regular classroom and "fine tuned" in the after school program.
<u>Need 2:</u> There is no available after school or summer childcare for working families that they can afford; therefore, young children are left at home with older siblings or at "home daycares" with no academic enrichment.
<u>Address Need:</u> *Kids as Agents of Change* will provide a safe & welcoming environment for students who are most in need of services.
<u>Need 3:</u> There is a need to provide students with enrichment activities outside the school day. Students in these communities do not have access to enrichment activities that their more affluent peers have available such as fine arts, music, and drama. In addition, during the summer children lose roughly 22% of the knowledge and skills that they gained during the previous school year and the "summer slide" can mean a loss of up to 2.5 years in reading capabilities by the time they reach fifth grade.
<u>Address Need:</u> *Kids as Agents of Change* Program will provide exciting, fun, engaging and learning enrichment activities in to allow for student choice, strengthen creative expression, critical thinking and problem solving skills with after school project-based enrichment classes that have a real-world connection to enable students to use multiple skills.
<u>Need 4:</u> There is a need to decrease student discipline referrals during the regular school day.
<u>Address Need:</u> A positive behavior support system will be implemented to accurately addressing the root causes of behavior problems and students with be provided a full continuum of supports to address behavior issues.
<u>Need 5:</u> There are inadequate college and workforce readiness skills for students and their families and 85% of parents reported that they would attend Financial Literacy workshops beginning when their students were at middle school level, if a program was available.
<u>Address Need:</u> Each center will provide College Readiness activities that will involve both students and families Students will be provided career exploration and college preparation to encourage them to establish and work toward long-term goals and families will have access to College Financial Literacy Workshops. The MicroSociety and MindWorks Curriculums that will be used in the program will integrate college and career readiness into each unit of study and provide students with the relevance they need to understand why success in school is directly related to success in life.

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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.

A growing body of research has found that students' participation in afterschool programs is beneficial to academic achievement and social adjustment (Pierce, Hamm & Vandell, 2010). The ASTF reviewed the current research, best practices and evaluations from previous 21st CCLC grant projects and concluded that the following educational and related activities will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of a high-quality program for students. 1) <u>Instructional programming that is intentional and specifically targets clear goals and outcomes</u> – the program will offer a variety of activities that will bolster student engagement and improve outcomes by mixing academics, hands-on- exercises, interest-based learning and social skills building. 2) Sufficient <u>focused dosage of time for students to participate</u> in the program that includes both attendance and engagement in the programs activities are critical for the program to have a positive influence on students' achievement. 3) <u>Teacher and staff quality</u> has a substantial impact on student outcomes in an after school program. Staff are mentors, role models and support systems for students attending the programs and a positive staff-student relationship will create an environment in which students feel safe and supported and engagement in the program activities will lead to higher academic achievement. 4) The program will recognize the value of <u>strong community partnerships</u> and will nurture and develop meaningful relationships with community partners that can connect students to the real-world relevant experiences that the students in these rural areas need so badly. Community organizations can provide the program with added resources, increase program visibility, foster greater collaboration, and make better use of existing resources. 5) <u>Family engagement</u> in a child's education is an integral component to support student growth and success and when established are mutually beneficial. The program will increase overall family engagement in their child's education, act as a bridge between families sand schools, and provide wraparound service to families such as counseling, adult education classes and connections to social services. In addition, family support can help improve student attendance and engagement in the program. 6) Ongoing program evaluation is a promising practice that helps hold the program accountable to high quality standards; allows staff to reflect, reassess, recalibrate, and further develop and improve the program content and student delivery.

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.

NA

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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.

 X 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 8 school districts, ESC 12 and the partners are committed to and confident of sustaining *Kids as Agents of Change* program once the grant period has passed. Since the fall 2015, the ASTF has discussed all aspects of the 21st CCLC Program and much time and discussion has been given to sustaining the programs after funding ends. The ASTF studied the research done by The Finance Group (2012) and examined interviews with 22 current and former 21st CCLC grantees that have had success with sustainability. Although no state data exists, this study noted that 100% of the programs have sustained programming with more limited funds but the same scope and quality.

The ASTF proposed a tentative sustainability plan: 1) the external evaluation would be done every three years instead of each year; 2) the full-time project director and site coordinators would be reduced to part-time; 3) investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle; 4) programming for parents and families would be reduced or taken over by one of the partners; 5) summer programming would be reduced but not eliminated; 6) programs would rely more on volunteers (whose relationships were established during the grant period); 7) program staff would rely on paraprofessionals rather than qualified teachers for some of the programming; 8) a fee would be charged to families based on a "sliding scale" based on federal Lunchroom Program criteria.

During the grant period the ASTF agrees that sustainability should be a focus and the ASTF has identified factors that will be critical to sustainability: 1) concentrate on making the partners in the *Kids as Agents of Change Program* truly collaborative and not just serve as vendors; 2) leverage funding from local district budgets, Title I, State Comp funds, and local foundations; 3) prove and document the quality of the program so information will be available when seeking support beyond the grant period; 4) seek out "Champions" who are leaders in the community that will serve as a champion for the program by raising public awareness and leverage new sources of funding. 5) celebrate successes of the program and have these successes publicized across all 10 Center areas so that citizens begin to understand the importance of after school programs. 6) since the range of professional development opportunities for educators in each of the districts will be varied, this knowledge will be retained and used with students in future years. 7) the Superintendent and Board of Trustees of each district will be kept well informed of all ACE Program successes to guarantee that they are committed to institutionalizing the *Kids as Agents of Change Program*.

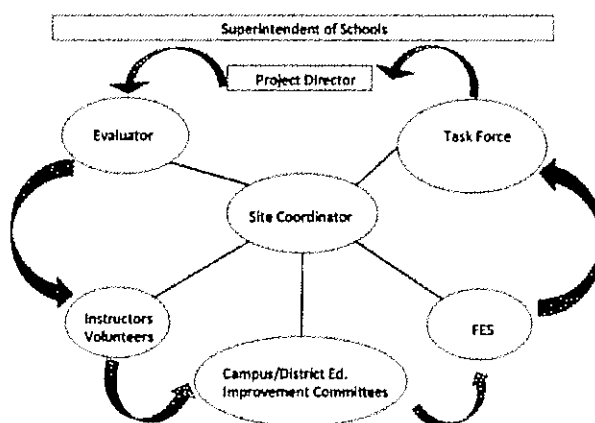| For TEA Use Only	
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TEA Program Requirement 1: Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order 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.

Plans to seek continuous feedback and involvement: The ASTF became operational in October 2015, in anticipation of the 21st CCLC Cycle 9 grant program. Continued and constant stakeholder feedback and involvement from community stakeholders about the program will be accomplished through this group composed of district-level representatives; representatives from each campus/center, parent(s), and teachers; representatives from the partner organizations representatives from higher education institutions, community based-organizations and other related community partners. The ASTF's role will be critical in the development, implementation and modification of the program design, developing goals and performance measures for continuous improvement. The ASTF will provide support, guidance, secure community buy-in and assist in the development and implementation of the strategic plan. This group will meet regularly and oversee the program activities to assist with meeting the planned strategies and objectives. In addition, the group will meet every month the first year to evaluate program effectiveness, challenges and to coordinate any program modifications. Feedback will be collected from working center staff, regular classroom teachers, parents, students, community leaders, and community partners. Feedback will be utilized to make modifications in the program for the purpose of improvement. Assessment and planning meetings headed by the PD will hold monthly with project staff, principal, parents, teachers, and community partners in each district. The program will ensure continuity and competence of the program staff leadership by maintaining a high level of open and clear communication among staff; developing Center procedures for staff; scheduling inter-Center staff meetings to keep staff "on the same page" and by creating a sense of organizational and community purpose through regular sessions. **Membership and organizations:** The ASTF has been instrumental in the development and implementation of the program. Other community-based organizations and businesses are also involved in the development of the program by being a member of the group. Local businesses such as banks, city governments, churches, fitness clubs, libraries, real estate companies, community service organizations such as Lions Club and Chamber of Commerce, and colleges near each Center (have agreed to become partners with each of the 10 Centers in their local communities). The following organizations have agreed to partner with each of the Centers to deliver services to students: 1) Texas State Technical College – has agreed to train staff from each Center so that students can participate in the WaterBotics program, a hands-on study for middle and high school students to develop water robots; assist with summer technology camps; allow students to visit the campus; assist with College Readiness skills for students; 2) Texas Master Gardeners Club will assist each Center in developing a garden and greenhouse for students to raise vegetables and flowers; 3) Viable Options in Community Endeavors, Inc. (VOICE), a community initiative, will provide education and leadership opportunities for at-risk youth and their families by providing training and guidance in college preparation, community service and job readiness. 4) McLennan Community College, Navarro College and Central Texas College will provide college and career readiness, financial aid training and support, guided college visits, counselor institutes, and GED and ESL programs for parents. 5) Texas A&M AgriLife Extension Service is a network of educators and trained volunteers that address local priority needs such as conserving water use in homes, landscapes, and production agriculture; improving emergency management; enhancing food security; and protecting human health through education about diet, exercise, and disease prevention and management. **MOUs are on file.** The ASTF is eager to create program awareness by making students, teachers, parents, local businesses and organizations, as well as the community at large aware of the project. This will be done through local newspaper, flyers, brochures, newsletters, and school and other local websites. The ASTF will develop materials in Spanish and English with descriptions about the types of services that are provided at the Centers and availability of transportation to and from the Centers. Also, they will advertise the advantages of the after school program, academic standards and student performance. The ASTF will become personally involved by speaking at local community groups and highlighting the after school program and will promote and facilitate partnerships among the communities that will secure adequate and sustainable funding. Community stakeholders will be part of the ASTF and participate in evaluating program effectiveness and will receive periodic updates and reports from the external evaluator regarding the successes and problems of the program. Therefore, community stakeholders will be able to speak in one-to-one formats as well as at community organizations about the centers and provide data to other community members. Programs with strong community support are more likely to be seen as valuable and more likely to sustain. The community stakeholders commit to work to sustain the project through community support, recruitment of other community members and businesses as well as recruiting students and parents to the program.

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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.

Successful management of the *Kids As Agents of Change* Program will require clear and efficient planning, coordinator, and communication structure for all involved, including the participants. From the onset ESC 12 understood the complexity of this program and formed the ASTF to assist with resources, support, planning, and development of the proposed 21st CCLC program proposal. The Superintendent or his/her designee from each district, ESC 12 administrators, campus administrators from each district, parents and community representatives from each district, and program partner representatives agreed to serve on the ASFT. To ensure that diversity of perspectives occur in the operation of the *Kids As Agents of Change* program, the ASTF decided to meet monthly once the program began and play a critical role in the oversight, planning, implementation, management, budgeting, coordination, monitoring, and evaluation for ongoing continuous improvement measures. The ASTF agreed to support and guide the Project Director (to be employed) to help build capacity of program personnel and partners. Sharon Henson, who oversaw ESC 12's Cycle 7 after school program, understands the components, requirements, and complexities of the program. Therefore, Ms. Henson will lead the ASTF in developing procedures for making decisions, initiating training, providing high-quality programming for all participants, developing methods for feedback, increasing resources, monitoring, eliminating barriers and ensuring sustainability. ESC 12 will use its experience, leadership, and knowledge it has gained during the management of other projects of similar scope and size in the management of the *Kids as Agents of Change.* ESC 12 will incorporate all essential control functions, oversight, and elements to ensure effective implementation. Functions include ongoing-planning, financial accountability, communications, reporting, information management, human resources, resource allocation, evaluation, and continuous improvement mechanisms. The plan will also integrate the following essential elements for a quality program with many moving parts: 1) Employ qualified staff that is sensitive and knowledgeable of local educational needs; 2) A schedule for ongoing staff training, technical assistance and follow-up will be developed and disseminated to each staff member; 3) Articulate a commitment to work with participants, teachers and parents; 4) Coordinate with other existing program to access and maximize student services. The Project Director will work closely with all stakeholders to ensure full implementation and oversight of program activities including staff training. The Project Director will ensure the program is being effective and efficient by maintaining a high level of open and clear communication among staff, partners, district staff, and community. The After School Task Force (ASTF) will meet monthly to review program progress, accomplishments, challenges, and areas needing immediate attention for program improvement. To implement the project-based curriculum immediately, staff will attend 2 days of intense training and follow-up will include four on-site visits that will include small group planning, individual coaching, technical assistance, program observation and feedback. In addition to the mandatory training, the Project Director will provide ongoing training for Site Coordinators on a monthly basis. In turn, Site Coordinators will provide on-site coaching and mentoring to site staff on a daily basis. *The Kids as Agents of Change* Program will look and feel different than the regular school day with a low student-to-staff ratio.

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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: Ann Whitney Elementary (Hamilton ISD)		
9 digit campus ID#	097902102	Distance to Fiscal Agent (Miles)	67 miles
Grade Levels to be served (PK-12)	K-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:	150
Number of Adults (parent/ legal guardians only) to be served:	50

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: Blum Middle School		
9 digit campus ID#	109913041	Distance to Fiscal Agent (Miles)	57
Grade Levels to be served (PK-12)	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:	180
Number of Adults (parent/ legal guardians only) to be served:	60

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	Blum Elementary	Blum High School		
9 digit Campus ID #	109913101	109991001		
District Name (if different)				
Distance to Center	100 Yards	150 Yards		

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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: Chilton School		
9 digit campus ID#	073901001	Distance to Fiscal Agent (Miles)	30 Miles
Grade Levels to be served (PK-12)	K-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:	200
Number of Adults (parent/ legal guardians only) to be served:	25

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: Cranfills Gap School		
9 digit campus ID#	018908001	Distance to Fiscal Agent (Miles)	55 Miles
Grade Levels to be served (PK-12)	PK-K		

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:	70
Number of Adults (parent/ legal guardians only) to be served:	30

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: Hamilton Junior High School		
9 digit campus ID#	097902041	Distance to Fiscal Agent (Miles)	67
Grade Levels to be served (PK-12)	6-12		

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:	100
Number of Adults (parent/ legal guardians only) to be served:	35

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	Hamilton High School			
9 digit Campus ID #	097902001			
District Name (if different)				
Distance to Center	150 Feet			

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: Itasca Middle School		
9 digit campus ID#	109907041	Distance to Fiscal Agent (Miles)	45
Grade Levels to be served (PK-12)	K-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:	200
Number of Adults (parent/ legal guardians only) to be served:	50

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	Itasca Elementary	Itasca High School		
9 digit Campus ID #	109097101	109097001		
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: 7	Center Name: Lott Elementary School		
9 digit campus ID#	073905102	Distance to Fiscal Agent (Miles)	26 Miles
Grade Levels to be served (PK-12)	4-6		

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:	85
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				

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: Kerens School		
9 digit campus ID#	907175001	Distance to Fiscal Agent (Miles)	69
Grade Levels to be served (PK-12)	K-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:	150
Number of Adults (parent/ legal guardians only) to be served:	25

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: 9	Center Name: Rosebud Primary School		
9 digit campus ID#	073905103	Distance to Fiscal Agent (Miles)	35 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:	100
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				

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: Wortham Middle School		
9 digit campus ID#	081905041	Distance to Fiscal Agent (Miles)	47
Grade Levels to be served (PK-12)	K-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:	100
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	Wortham Elementary	Wortham High School		
9 digit Campus ID #	081905101	081905001		
District Name (If different)				
Distance to Center	50 Yards	100 Yards		

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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.

In early meetings with the ASTF district administrators were ask to examine their budgets to see where federal, state and local programs could be combined or coordinated with the *Kids As Agents of Change* program to make the most effective use of resources. These 8 districts will operator the *Kids As Agents of Change* program both during the school year and during the summer utilizing existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost to the program. In addition, each district has agreed to leverage resources to program by agreeing to earmark $1,000 in Title I Part A funds toward the Family Engagement portion of the grant. Also state compensatory education funds at each district will be available to assist with additional tutoring staff if needed. The districts have made these commitments and have documented these funds. In addition, the program will be organizationally positioned within the Department of Instructional Services at ESC 12. This design was implemented because this division strongly advocates and has access to the array of student programs within the region to maximize resources for students and to begin planning for sustainability. The Director for Student Services will oversee the Project Director at no cost to the grant. ESC 12 currently has a USDE Gear Up Grant that has reduced the ratio of students-to-counselors in some of the campuses proposed for this grant project. The services and the partners within this grant will be coordinated with *Kids As Agents of Change* to work with students and families in need of counseling. Furthermore, all these resources working together will provide for an effective and efficient program for all the students and families. **Identify and recruit students:** It is the intent of ESC 12 and the districts to focus on students who are identified as "most in need of academic assistance" through the program. All students will be screened using the DMAC system and students most in need of academic assistance will be identified through a rigorous identification process at each participating campus. School staff, in consultation with the Project Director and based on a review of all the information available about the performance of students, must use their best professional judgment in identifying these students. Student identification decisions will be data-driven; however, other criteria may be used. For example, children who are homeless face problems with attendance and homework completion and are at great risk. Other target populations at great risk are children with disabilities, LEP children, and foster-home children. The Site Coordinator and staff at each Center will continuously monitor identified children. Identified students' progress will be reported to the Project Director and campus staff on an ongoing basis. ESC 12 and the participating districts recognize that recruitment is the first important step in engaging students and their families to participate in an out-of-school-time program. Active outreach to students and parents will take place through community-based organizations as well as the through each schools community and professional network. Recruitment of students will be done as *regular classroom teachers* refer students after assessing their grades and test scores in the core subject areas. The main recruitment tool will be to offer project-based classes that are highly interesting to students and to hire staff with which the students easily build relationships. A kick-off event at each campus will showcase exciting, project-based learning activities that will be offered as well as emphasizing that the overall climate of the after school program will be educational, engaging, supportive and respectful. Once students are recruited to the program, the ASTF knows that there has to be a plan for sustaining participation. Students (grades 3-12) were surveyed and ask to list activities that would make them "most likely" to attend the program on a sustained basis. Using that information, Centers will sustain participation throughout the year by 1) provide students and families with a safe haven and instructional staff that are familiar faces to the students for comfort, promote continuity, and provide a sense of security for both the students and their parents; 2) provide exciting, fun, and engaging learning enrichment activities in abundant variety to allow for student choice thereby attracting and sustaining student attendance; 3) offer enrichment activities correlated to the TEKS to strengthen creative expression, critical thinking and problem solving skills; 4) students will participate in unique educational field trips as well physical fitness activities, fine arts, and foundation curriculum- where all students may participate – no competition and no UIL activities; 5) after school project-based classes with real-world connections which will enable students to use multiple skills. These hands-on projects will ask students to reflect on what they have observed and draw conclusions; 6) technology will be used for research skills as well as to increase students' communication skills. For example students in a Radio Mixing class will learn how to use technology to mix and bring their stories they have written to radio. The Digital Arts Suite class will assist students in developing technology skills and creativity through projects in web design, graphic design, digital photography, electronic music making and digital movie making. Club Tech is a comprehensive program developed and support by Microsoft that engages all students in the use of computers

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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.

The ASTF feel that it is very important to align the *Kids as Agents of Change* Program services to the school day to allow opportunities to strengthen the relationship between 21st CCLC goals and school day goals for students. In the fall of 20125 each district surveyed the parents, teachers and community members to determine the best possible schedule for each center. In early January 2016, district staff examined school calendars for the 2016-2017 school year to determine beginning and ending dates for the project and to recommend dates that would be comparable in each district. It was decided that the program would begin September 6, 2016 and run for 29 weeks, ending on May 12, 2017 at each Center. The ASTF met to develop the schedule for each center based on the requirements of the project and the campus improvement committee's findings. Although each campus has unique differences, generally the campuses all operate on almost the same daily schedule from bell to bell. Each campus dismisses students between 3:00 and 3:30 PM each day; therefore, the program will begin at 3:30 PM, offer a snack for 15 minutes and begin the programming for 2-60 minute sections and end at 5:45 PM so that students will be home by 6:30 P.M. each night. Each center will host a Breakfast Club from 6:55 AM – 7:55 AM each morning during the school week. The program will run approximately 13 hours each week at each Center. The summer program will run from 8:00 AM to 1:00 PM, Monday through Thursday for 6 weeks, beginning June 5, 2017 and ending July 20, 2017, with a holiday July 3-July 7, 2017. The summer program will run for 5 hours each day-20 hour a week. Lunch will be served during the summer program. The program will serve students for a total of 35 weeks during the school year and summer.
Staffing for each Center will include a full-time site coordinator with experience in working with students and families. Activities will be supervised by qualified individuals the appropriate supervising adult to student ratios (22 to 1) will be met. A full-time Family Engagement Specialist (FES) will design outreach and communications programs to engage with families sand deliver programming that will meet each family's needs.

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.

Ensuring safety: Safety issues will be reviewed at regularly scheduled After School Task Force Meetings as well as at regular school staff meetings on every campus that has a program. Safety plans and emergency response guides will be developed, published, and disseminated to all Centers and program sites and will be provided to program staff. Program staff not able to participate in the regular district Safety Training will be given training at the start of their employment or volunteer activities. This training will include, but not limited to, child abuse prevention, fire safety, bus safety, and the School Emergency Response Plan. These Centers will provide a safe haven for after school and summer activities by having teachers from the school staff that the students attend provide familiar faces to the students, promote continuity, and provide a sense of security for both the students and their parents. The Police Department from each of the communities involved in the program has agreed to provide additional safety measures by using police officers to patrol the campuses during the hours of the after school program.

Signing Out: Parents or their designee (designated on their official office records) may pick the child up anytime during the after school hours. Parents/guardians must enter the building to pick up and sign-out their child. Participants will be released to authorized persons only. Persons on file, but not known to the staff, who are picking up the child will be asked to show identification. Other dismissal procedures may be arranged but must be in writing and approved by the Site Coordinator in advance. Program staff members will supervise the loading of buses and the Police Department in each community will assist by providing patrols at the dismissal times.

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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.

Align all activities with the school day curriculum: *Kids As Agents of Change* will plan intentional activities that are innovative, interactive, and aligned with the school day curriculum. Successful alignment with the regular school day entails a close collaboration with the campus to ensure that the program's academic content follows the standards, goals, and sequences taught during the school day: 1) a designated person at each center will coordinate alignment between Program staff and teachers; 2) the SC will attend grade and subject area meetings; 3) a blended staffing model will encourage regular classroom teachers to work in the program and this will enhance communication and alignment; 4) regular teacher lesson plans and textbooks will be available to the staff; 5) during the development of the grant application the ASTF discussed developing a system to identify struggling students early enough to be able to provide appropriate instruction; therefore, a System of Support (SOS) Team to review each student enrolled in the Program and make recommendations for student interventions and activities was developed. The goal is to ensure student success based on the specific academic needs of each struggling student. Using data from the SOS Team during homework time, students will be grouped with grade level peers and teachers so that they can focus on grade level assignments and use peer collaboration to deepen their understanding of the curriculum. This intentional alignment with school instruction will allow struggling students to catch up to their classmates, while helping all students hone the skills necessary for success in school.

Meaningful academic content that supports TEKS: *Kids as Agents of Change* will offer a range of activities designed to improve student achievement by providing extra academic assistance and support in the form of tutoring and homework help for students who are struggling in the core subjects, including science, math, and social studies. All extended day learning opportunities will be aligned with the Texas Essential Knowledge and Skills (TEKS) standards and with the school-day reading/writing, math, science, technology, and social studies curricula and use hands-on, experiential, and project-based teaching strategies to reinforce learning. Academic support activities will be incorporated in each district- wide Curriculum Roadmap and link the afterschool program with school-day instruction to ensure consistency and continuity.

Engaging and interactive activities: Learning the same content through different and innovative approaches is helpful for students in content understanding and retention of skills. It is the goal of the program to use project-based learning (PBL) so students will be able to demonstrate a deeper understanding of content. PBL will address content deficiencies while also teaching soft skills through collaborative learning, allowing for choice, and incorporating community service. Enrichment activities provide positive social, cultural, recreational, interpersonal skills, health and wellness and experiences to enrich and expand our students' understanding of life and the involvement in community. An example, the "Brain Lab" will focus on logic, sequencing, and reasoning skills, through board games, chess, puzzles, mysteries, online activities, and more. Drama, drawing and painting, music and choir, poetry, photography, and dance as fine arts will be offered at each Center. Physical enrichment will include gymnastics, tae kwon do, weight lifting, Zumba, as age appropriate. College partners will bring college and career awareness and readiness, as well as technical training and dual credit possibilities. Intramural athletics will offer team participation, as will the use of teams in various activities throughout the year. **Evidence-based practices:** Using data from school day results, students will be grouped together by reading and math proficiency during enrichment activities, which change each day of the week. The SOS Team will review each student enrolled in the Program and make recommendations for student interventions and activities. The SOS Team will include instructional staff from across grade levels and the staff. Each member on the team will bring a different perspective to the table and the team will discuss the student's progress through an academic lens, a social-emotional lens, and administrative lens. It is the plan of the SOS Team to meet every two weeks to discuss student concerns. The goal is to ensure student success based on the specific academic needs of each struggling student. Using data from the SOS Team during homework time, students will be grouped with grade level peers and teachers so that they can focus on grade level assignments and use peer collaboration to deepen their understanding of the curriculum. Using additional data from school day results, students will be later grouped together by reading and math proficiency during enrichment activities, which change each day of the week. This staffing arrangement will allow the teachers to quickly identify the learning strengths and deficits of each student, so that they can provide individualized intervention strategies during the afterschool homework help and remediation activities. The SOS Team understands that both frequent and ongoing daily communication between classroom and afterschool teachers is essential.

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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.

Instruction is adaptable to the academic and developmental needs of students: Understanding the Measures of Effectiveness, the *Kids as Agents of Change* will ensure that program activities will be based upon: 1) an assessment of objective data regarding the need for before and after school programs; 2) an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities, and 3) scientifically-based research that provides evidence that the program or activity will help students meet the State of Texas and local student achievement standards. The MicroSocieity and MindWorks curriculums are project-based learning and instruction based on science, technology, engineering, math and the arts and will lead students to develop technology-based ventures that will connect academic concepts to the needs, interest, and desires of each student. Technology professionals from a multitude of fields will partner with students as colleagues in professional communities, working side-by-side, in small groups or individually, on projects and activities. It has always been a challenge for schools and community partners to structure opportunities for meaningful mentorship within the traditional context of school, particularly at elementary and middle schools. However, in the *Kids As Agents of Change* Program these community partners will provide mentoring, job training and coaching in small groups. Mentoring will be available because it is important for children to feel that they have access to a particular adult and that their individual needs are being met and these mentors will provide strong, positive role models particularly for students at risk (Garnmezy, 1998). In this project-based model, community partners are integral to the development of the program and are able to work with small groups of students. By keeping the staff-to-student ratio low, the ASTF visualizes Centers where students are immersed in an exciting and supportive environment where students can work on activities that emphasize logic, inquiry, creative problem solving, mathematical reasoning and scientific design. This will lead students will begin to see core subject areas in a new light and with a new energy.

Planned staff to student ratios for the proposed sites and activities: The staff-to-student ratio in the *Kids As Agents of Change* Program will be at or below 1 adult to 20 students during recreational and large group enrichment activities. Supervision of the program will be provided by qualified individuals. Research in all areas of education has shown that low staff-to-child ratios are critical for learning to take place. Therefore, during tutorials, homework assistance and individual and small group instruction the ratio will be 1 adult to 12-15 students, especially for children in the lower elementary grades. The After School Task Force understands that when the ratios are low, the best interest of the students will be served. There will be specific times that students will need individualized, small group tutoring. All of the Centers have the ability to incorporate project based learning (PBL) with the latest in technology because students at all of the Centers have access to laptop computers, iPads, iPods, and other individual mobile devices. Strategies and activities will be modified and adapted to accommodate individual instruction when it is deemed as best practice based on the activity type. Reading and mathematics have been identified as high-need areas where extended learning opportunities will need to concentrate. Centers will use existing programs such as Lexia, Accelerated Reading, I-Station, Rosetta Stone and Study Island in the after-school program. Teachers will engage students in a variety of research-based reading strategies that have proven to be successful (What Works Clearinghouse, 2014). Students will dramatize literature selections as well as write stories, poems and critiques of books. Cooperative learning or teams will increase students' motivation and engage students in cognitive activities known to contribute to reading comprehension, such as elaboration, summarization and rephrasing. Students will keep journal sand illustrations of the books they read and literature books will be made available for students and parents to check out. Students will use computers to compose original stories and to keep journals. The math component will focus on engaging activities that build not only build basic skills but involve students in problem-solving and real-life applications. The academic component of the program will integrate with the regular school program and will consist of TEKS-based instruction. Integrated units will be taught through non-traditional methods that are fun, engaging and focused on real-world applications.

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

Role of FES: ESC 12 will employ a full time Family Engagement Specialist (FES) whose primary job responsibility will be to design outreach and communications programs to engage with families and deliver programming that will meet the family needs. The research is clear that when schools and families support each other, students of all backgrounds and various abilities achieve at higher levels. Therefore, the ASTF believes that parents, schools, families, and communities working together can create meaningful partnerships that ultimately lead to significant gains across the board in student achievement. The goal of the Parent Engagement Specialist will be to increase student achievement by engaging and empowering parents to become actively involved in their children's education across all grade levels. To achieve this goal, the Parent Engagement Specialist will: 1) work with partners throughout the community by supporting and providing effective and practical, research-based practices to equip parents with the best strategies and resources available to help their children succeed in school. 2) develop and deliver communications to parents and families on the factors that influence student achievement and success. 3) create collaborative partnerships with community organizations and agencies to increase the support for parent and family engagement initiatives. 4) provide technical assistance, trainings, materials, and professional development to staff, community organizations, and parent organizations. 5) collaborate and coordinate plans with current programs to ensure that parent engagement is a targeted initiative across the community. The FES will take the lead in providing training, technical assistance and expertise in serving the adult and family members. As the fiscal agent, ESC 12 will provide space for the FES and provide telephones, fax machines, copiers, etc., to facilitate a cost effective and successful operation.

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 FES will work with the Project Director and Site Coordinators to recruit families to participate in *Kids As Agents of Change* parenting programs by leading this parenting initiative. The recruitment process will be done primarily through two initiatives: Parenting Partners Leadership Program and Parent Cafes. ESC 12's Cycle 7 21st CCLC grant has seen a 20% increase in parent involvement in 8 out of the 10 centers in the program. The current Project Director contributes this increase to the Parenting Partners Leadership Initiative. A team composed of the FES, at least one Site Coordinator, a teacher, and a parent will attend the Training of Trainers *Parenting Partners: Practical Tools for Positive Parenting Workshop (recommended by the After School Task Force)*. During this 2-day, seven-session workshop the team will learn to deliver sessions that build parenting skills and confidence for parents to become positive leaders in their homes, their children's school and in their community. In the training, the team will: 1) Successfully organize and facilitate the seven-session Parenting Partners workshops; 2) Form and sustain a presentation team for Parenting Partners workshops; 3) Work effectively in a multi-lingual setting; 4) Recruit parents; 5) Develop parent leaders who can bring the assets message to their schools and communities; and 6) Develop a follow-up support program for parents. This interactive curriculum and training is based on the Developmental Assets. Once this initial team is trained, they in turn will train all of the Site Coordinators who will then train groups of parents from their Center to become parent leaders. Parents will learn the power of building assets in their children to protect them from risky behaviors and promote healthy choices. In addition, because the parent workbooks are available in Spanish, parents will connect cross-culturally. Each Center will initially train twelve to fifteen parents. Each of these parents involved in the first groups will invite other parents to become involved in the training. Before the first year is complete, each Center can train an average of 75-100 parents. In addition to the Parenting Partners Program, the FES will recruit families by organizing and implementing Parent Cafes, an informal, open discussion forum for parents, guardians, and caregivers of children/adolescents of all ages. The FES will facilitate the Parent Cafes once a month at each Center. Parent Cafes at each Center will offer a confidential, yet comfortable atmosphere for individuals to share concerns, ask questions, seek/provide advice, and connect with other parents experiencing similar problems with their children.

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

Types of family engagement activities, when/where they will be offered, and identified student and family needs: A portion of the needs assessment determined parents' perception of current parenting education programs in the school. 40% of the parents who responded stated that they were interested in "attending parenting education workshops at least three times a year." Among parents who said they would attend parenting classes, almost 50% said they wanted guidance for their children in the areas of anger issues, self-esteem issues, divorce and separation in families, and assisting their children with academics, especially mathematics. The ASTF analyzed the results of the surveys from each district and based upon the positive results from parents, the ASTF recommended the following activities: 1) Parenting Partners Leadership Program (PPLP) is a parenting skill-building program that will focuses on positive parent engagement; improved student academics; strong home learning environment. Parent Leaders will hold PPLP workshops for eight weeks-one hour sessions, during each semester and will focus on positive parenting, creating confident kids, communication that works, deflecting arguments and setting boundaries, discipline, needs of children and teens to succeed, how parents contribute to academic success and a final graduation. Once a group of parents has been trained then some of those parents will become Parent Leaders and continue to train more parents. These sessions will be held at school campuses, Civic Centers, churches, and City Libraries. 2) Parent Cafes will be held each month by the FES and provide an opportunity for parents to engage in conversations that are important to families and their children. The meetings will be held at the public library, the City Hall, at places of businesses where large groups of parents work, and at campus Centers. 3) Strong Fathers Workshops at all sites will increase involvement of male family members and strengthen families. 4) Parent Safety Workshops- (held bi-monthly) focus on topics such as Dating Violence/Sexual Assault, Internet Safety, Home Safety, Safety in Public Places, Hunter and/or Gun Safety. The culminating event will be "Hidden in Plain Sight" - this event will create a mock teenager bedroom space and allow parents to walk through and observe various ways that teens may be hiding things (drugs/alcohol/etc) in obvious places and will be done in conjunction with the local law enforcement agency and held at the Center. 5) Family Star Wars – families will meet at least once per month at the Center and planned activities will include working through items and virtual tours on the NASA.gov website, Family trip to the Planetarium, Star Gazing Night, Lego Night - building star fighter ships, characters, planets, etc. 6) Family College Tours – will be held at least once a year for middle and high school students and their parents. 7) Family Problem Solving Sessions – will provide opportunities for families to meet and work with the FES to work through various problems (for example: conflict resolution, behavior modification). These meetings may be at the Center or at the family's home. 8) Family Tree Event is a family project to research the genealogy of the family and will be done in the computer lab at the Center once a month. All of the many activities are designed with the needs of working families in mind and will provide parents with opportunities for active and meaningful engagement in their children's education. Parent Tutors will work with small groups of parents to train them in math and reading skills that will help them be their child's tutor at home. In addition GED and ESL classes will provide families with opportunities for literacy and related educational needs. GED/ESL classes will be taught at the Family Resource Center by qualified personnel on a regular basis. Additionally, a Parent Council will be formed at each site and will meet with the FES and SC monthly to help plan and facilitate community event activities such as Community Tree Decorating, Fun Runs, and Parades. Each site would have a "true" Parent Resource Center with computer access for parents and assistance for families to apply for jobs, do college work, or research. **Additional resources will be used to provide family engagement activities:** The After School Task Force has discussed the subject of additional local, state or federal funds used to provide family engagement activities with each of the districts in the collaborative. Currently each district sets aside funds from Title 1 Part A, Compensatory and local funds for parenting activities. However, each district representative stated that these funds are available to each campus but that monitoring the use of the funds has not been done in an effective manner and in some cases the needs of targeted students and parents has not been met. With the Project Director and Family Engagement Specialist monitoring the use of parenting activities and funds, each district has agreed to contribute at least $1,000 per Center to family engagement activities.

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	Schedule #18—Equitable Access and Participation			
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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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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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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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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: 161-950	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): **12**

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: **0**	Total nonprofit students participating: **0**	Total nonprofit teachers participating: **0**
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: 161-950	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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