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

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

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Birdville ISD	220902		
Vendor ID #	ESC Region #		DUNS #
1-75-6000193	11		07856255

Mailing address	City	State	ZIP Code
6117 East Belknap Street	Haltom City	TX	76117

Primary Contact

First name	M.I.	Last name	Title
Adrienne		Walker	Grant Manager
Telephone #	Email address		FAX #
817-547-5751	adrienne.walker@birdvilleschools.net		817-547-5774

Secondary Contact

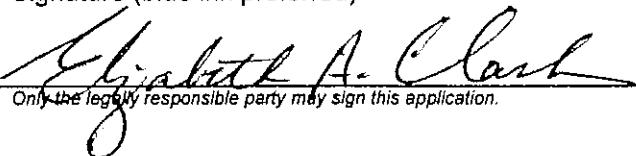| First name	M.I.	Last name	Title
Bradley		Berry	Project Coordinator
Telephone #	Email address		FAX #
817-547-5761	bradley.berry@birdvilleschools.net		817-547-5774

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
Elizabeth	A	Clark	Associate Superintendent
Telephone #	Email address		FAX #
817-547-5749	elizabeth.clark@birdvilleschools.net		817-547-5774

Signature (blue ink preferred)   Date signed

Elizabeth A. Clark   03/15/2016

Only the legally responsible party may sign this application.

701-16-102-026

Schedule #1—General Information (cont.)	
County-district number or vendor ID:	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):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 220902	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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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: 220902	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: 220902	Amendment # (for amendments only):

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

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

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

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

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

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

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

		Schedule #3—Certification of Shared Services (cont.)		
County-district number or vendor ID: 220902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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

Schedule #4—Request for Amendment	
County-district number or vendor ID: 220902	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	$N/A	$	$	$
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: 220902	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 220902	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.

Overview of the Community: Birdville Independent School District (BISD) is located in Northeast Tarrant County. The district is comprised of the cities of Watauga, Richland Hills, North Richland Hills, and Haltom City, as well as parts of Fort Worth, Colleyville, and Hurst. Over 161,000 residents reside in the 40 square miles of the district's boundary, and over 60 dialects are spoken. The district serves over 24,000 students at 21 elementary schools, seven middle schools, and four high schools. There are no district-sponsored after school programs in operation, and families often struggle with finding affordable after school learning experiences that are effective and safe. This is especially prevalent in the areas of the district that demonstrate the highest levels of socioeconomic need, where families struggle to provide meaningful extracurricular activities that are so vital to the success of a student.

Statement of Need: All ten of the campuses included in this application are Title 1 and Title 1-eligible campuses with demonstrated high socioeconomic need. The economically disadvantaged rates for these campuses range from 54.8% to 84.1%, with **an average of 75.2% of potential program students considered economically disadvantaged**. 40.9% of program students are classified as Limited English Proficient (LEP). Students will be identified to participate in the program based on their academic need, initially focusing on students who are on Response to Intervention (RtI) Tiers II and III, and later expanding to other at-risk criteria such as high occurrences of disciplinary actions, high frequency of absences, teacher referrals, or poor academic performance on report cards and/or STAAR testing.

To determine the schools included in the application, campus leadership completed open-ended surveys that included both qualitative and quantitative data. Principals were asked to provide an explanation of how the structure and goals of the ACE program may help them meet the needs outlined in their Campus Improvement Plans. Additionally, campuses were invited to share anecdotal evidence of need, which included input and letters from teachers, students, parents, and community members. These survey efforts, combined with quantitative data gathered through collaboration with the district's Accountability department, were presented to district leadership in an effort to select the schools most in need of the program. Once the twenty eligible schools were narrowed to ten, the greater school communities were surveyed utilizing a hybrid model of both a Likert-style scale as well as an open-ended section that **measured how the needs of the school may align with ACE program goals**. On the Likert-style scale, school staff, parents, and students were asked for their opinions regarding the role of the campus in terms of 21st CCLC learning goals, the value placed on safety in learning, and the alignment between after school programs and the school day. The open-ended section of the survey polled stakeholders on the types of services they would like to see provided in the areas of academic assistance, enrichment, family/parental support services, and college/workforce readiness. These surveys identified the following needs: over 90% of stakeholders believe that after school programs will benefit schools and that enrichment programs and safety are highly valued in out-of-school-time learning; 88% of stakeholders would like to see the school become a center for community activities that promote 21st CCLC learning goals; and 89% indicated that they would like to increase the type and number of after school program offerings. Requests for specific activities included literacy support, homework completion assistance, character education, creative arts, physical recreation, family literacy, parent support groups, parent-child relationship building, career days, and goal setting workshops.

In addition to the needs of students, the needs of parents are of significant importance. Many parents of students who attend the proposed BISD ACE campuses have minimal educational backgrounds and often lack the knowledge and skills needed to assist their students with homework or parenting their children. In surveys conducted in previous cycles of the grant, a consistent request of parents was for parenting resources and workshops. The parents of these ten campuses care deeply for their children, and this is evident through the efforts to which they will go to better themselves in their parenting abilities.

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

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 220902	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.

Program Description: BISD ACE will implement a model of student programming that features a combination of academic assistance and enrichment activities, with an emphasis on college and workforce awareness and readiness. Academics and enrichment are not mutually exclusive, and both research and past 21st CCLC experiences have shown that **instruction and learning are more meaningful when the two elements are blended into hands-on, innovative, real-world experiences (Harvard Family Research Project, 2007).** BISD ACE requires hands-on learning activities, and traditional methods such as the use of worksheets, consistent teacher lecturing, and seat work are not utilized in the program. It is our belief that more of the same activities produce more of the same results. **If we wish to see our students excel and leave behind their at-risk designations, we must provide them with learning opportunities that are different than those offered during the traditional school day.** The school day, however, does have a rightful place in the BISD ACE program, as program activities are aligned with the scope and sequence of the school day instruction, though the instructional methods should be different in an effort to supplement, rather than supplant, existing school services and instruction. Full-time Campus Site Coordinators will work closely with school day staff such as teachers, counselors, administrators, and content specialists to ensure compatibility and alignment with school day instructional goals. In alignment with BISD's new **"Portrait of a Graduate,"** an overarching theme of equipping our students with the 21st century skills they will need in an ever-evolving, highly competitive job market will be incorporated into programming. This will be accomplished by guided lessons at the Birdville Center for Advanced Learning and Technology, guest speakers who are experts in their fields, and hands-on learning through activities such as coding, engineering, and career exploration. Students will be exposed to colleges and universities through project-based research, experiential learning trips, and guest speakers.

Students will be provided with regular programming through the implementation of a campus-specific schedule of activities that meets the overall goals of the program and district. The program will operate on campuses for a minimum of four days per week, including an hour of before school programming and two hours of after school programming for a minimum of 12 hours per week. The program will operate for at least 35 weeks each year, with six weeks dedicated to summer programming. Summer program will also consist of four days of activities per week, though this programming will occur for four hours per day, in an effort to combat summer learning loss. Transportation time will not be included in these minimum programming hours. Centers may run additional days or hours as needed to accommodate specific learning opportunities or to make up for any days or hours missed due to circumstances beyond their control (i.e., weather closures).

Adult program activities will be based on the needs expressed through both the initial surveys completed during the application process as well as another round of campus-specific surveys and/or focus groups to be held upon the award of the grant by the Family Engagement Specialist. Parents and guardians of BISD ACE students are invited to participate in activities such as parenting classes, language support programs (English as a Second Language), and family literacy activities that encourage parents to take an active, informed role in their students' education. These activities will be offered at a minimum of once per month on each campus, though some classes, such as ESL, will be better suited to a weekly basis. Parent programming opportunities will make every effort to equip parents with the skills they request in areas that are of particular relevance to this important stakeholder group. BISD ACE will coordinate its family activities with the district's Adult Education and Literacy program to provide literacy and basic skills training to participating parents.

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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: 220902	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

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$1,553,331	$15,150	$1,568,481
Schedule #8	Professional and Contracted Services (6200)	6200	$47,750	$30,000	$77,750
Schedule #9	Supplies and Materials (6300)	6300	$50,979	$0	$50,979
Schedule #10	Other Operating Costs (6400)	6400	$66,250	$0	$66,250
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes ✓ No	
Total direct costs:			$1,718,310	$45,150	$1,763,460
2.03% indirect costs (see note):			N/A	$36,540	$36,540
Grand total of budgeted costs (add all entries in each column):			**$1,718,310**	**$81,690**	**$1,800,000**

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

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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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 220902		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		$62,172
5 Site coordinator (required)	1		$518,012
6 Family engagement specialist (required)	1		$35,000
7 Secretary/administrative assistant	1		$35,000
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 Grant Manager (20% charged to grant)		1	$15,150
20			$
21			$
22		Subtotal employee costs:	$665,334
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$500,000
25 6121 Support staff extra-duty pay			$250,000
26 6140 Employee benefits			$153,147
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$903,147
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$1,568,481

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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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 220902	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	$0
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	External Evaluator	$30,000
2	Cultural Enrichment Activities include Bureau of Lectures, who bring in educational lessons and activities from around the world. These are resources used during family and some regular program events. These cultural enrichment activities have been proven to draw in parents who want to share a unique educational experience with their children and may not otherwise attend a parent or family event.	$4,000
3	Mentoring includes several local organizations such as Girls, Inc. who focus on character building, leadership, and making positive choices when faced with peer pressure. We have many students from single-parent or struggling households who need an attentive adult who will consistently be there to teach them life skills.	$3,750
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$37,750
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$40,000
	(Sum of lines a, b, and c) Grand total	$77,750

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: 220902	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$50,979
	Grand total:	**$50,979**

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: 220902	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.	$2,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$49,250
6413	Stipends for non-employees other than those included in 6419	$0
6419	Non-employee costs for conferences. Requires authorization in writing.	$0
Subtotal other operating costs requiring specific approval:		$51,250
Remaining 6400—Other operating costs that do not require specific approval:		$15,000
Grand total:		$66,250

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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Schedule #11—Capital Outlay (6600)			
County-District Number or Vendor ID: 220902		Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	N/A	$0
66XX—Computing Devices, capitalized				
2	N/A	0	$0	$0
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	N/A	0	$0	$0
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19	N/A	0	$0	$0
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	N/A			$0
			Grand total:	$0

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

Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 220902	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:			6,079	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	499	7.8%	Attendance rate	96.6%
Hispanic	3,244	54%	Annual dropout rate (Gr 9-12)	DNA
White	1,787	29.2%	Students taking the ACT and/or SAT	DNA
Asian	327	5.5%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	4,524	75.2%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	2,502	40.9%	Students classified as "at risk" per Texas Education Code §29.081(d)	66.2%
Disciplinary placements	796	0.7%		

Comments

The proposed BISD ACE campuses struggled in several areas of STAAR testing when compared to district and state averages for the 2014-2015 school year. For these ten proposed sites, the average percentage of students who scored at the Satisfactory level or higher in all grades and subjects during phase-in was 75%, lower than the district average of 81% and the state average of 77%. In the area of Post-Secondary Readiness in two or more subjects across all grade levels, these ten campuses only showed that 28% of students achieved at this level, compared to the district average of 46% and state average of 41%. Finally, only 15% of students on these ten campuses were considered Advanced on all subjects, compared to a district average of 18% and state average of 16%. These figures demonstrate the need for targeted academic enrichment support on these campuses.

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

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	7	1.6%	No degree	0	0.0%
Hispanic	88	20.8%	Bachelor's degree	297	74.8%
White	290	75.2%	Master's degree	97	25.2%
Asian	2	0.6%	Doctorate	0	0.0%
1-5 years exp.	127	32.5%	Avg. salary, 1-5 years exp.	$51,329	N/A
6-10 years exp.	85	20.8%	Avg. salary, 6-10 years exp.	$52,840	N/A
11-20 years exp.	106	27.7%	Avg. salary, 11-20 years exp.	$54,720	N/A
Over 20 years exp.	55	14.5%	Avg. salary, over 20 years exp.	$64,553	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 220902								Amendment # (for amendments only):						

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

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	200	200	200	200	200	200	0	0	0	0	0	0	0	1200
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	200	200	200	200	200	200	0	0	0	0	0	0	0	1200

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 220902	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.

Birdville ISD conducted a **two step needs assessment** in preparation for the Cycle 9 RFA. The first step involved a survey of the administrators on each eligible campus within the district. Data gathered through these surveys included a statement of need specific to the campus and how this need will be addressed through grant funding; Campus Improvement Plan goals that would be addressed through the 21st CCLC ACE program; and any current extended learning opportunities offered on the campus. These qualitative administrative surveys were gathered and presented to district leadership, who narrowed the field to an appropriate number of applicants. The surveys of the schools selected to apply for the grant showed high need in the areas of academic support, and were able to associate goals of the program with their Campus Improvement Plans. Some examples of demonstrated need include addressing the unique learning needs of students on Response to Intervention (RtI) Tiers II and III, increasing character education and service learning opportunities, and to enhance students' critical thinking skills. Letters of support from parents and teachers were also gathered during this survey process.

Once the schools to be included on the application were selected, the school community was surveyed. Recipients of these surveys include school staff members, parents, and students. Survey recipients were asked to rate their level of interest in areas such as after school programs as a whole, usefulness of an after school program, support for increasing after school program opportunities, safety in after school, and alignment between the school day and extended learning opportunities in after school. 91% of respondents believe that after school programs will benefit the school. 92% of survey recipients would like to see enrichment programs extend the learning of students into the real world. 95% of stakeholders feel that having a safe place for students to learn during out-of-school times is important. These quantitative results demonstrate that BISD staff members, students, and parents place great value in extended learning opportunities. Additionally, participants were asked to select items that are important in each of the four core areas of programming: academic assistance, enrichment, family/parental support services, and college/workforce readiness. Results from these surveys were compiled, analyzed, and used to complete the RFA, as well as design the proposed program. The needs expressed by the school stakeholders are in alignment with the 21st CCLC program and District/Campus Improvement Plan's goals. There is a demonstrated need for literacy services, specifically in the areas of computer literacy and family literacy programs. Homework completion was a priority across stakeholder groups. Higher level thinking skills such as problem solving skills and goal setting were of particular interest to the schools. Character education, recreational activities, and fine arts were highly emphasized, as were parent support groups and relationship building between parents and children.

The qualitative and quantitative results of both of these surveys will be used to inform the direction of the program. Fortunately, though the needs of the schools are numerous, stakeholders from all backgrounds agree about foundational items that will lay the groundwork to establish the program. These include additional support for students struggling academically, enrichment opportunities needed, and parent involvement initiatives. Starting with these main objectives, the program will be established in a way that immediately addresses the needs in these areas but has the flexibility to incorporate more areas of emphasis as the program matures. This will not only benefit students but also their working parents, who will be less at risk of missing work thanks to the productive, educational environment their children will experience beyond traditional school hours. The homework completion assistance, focused tutorial services, and enrichment opportunities will address a need that has been vocalized by parents regarding the limited amount of time families spend together in the evenings. By providing these opportunities, it eases the burden on families to work on difficult assignments and seek outside enrichment in the limited window between work and bedtime. Parent programming will also be held during convenient times, such as during the evenings to allow them to take advantage of opportunities around their work schedules.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 220902	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.	Provide academic support services, particularly for students identified as academically struggling and at-risk	-Conduct pre- and post-testing; adjust services as needed -Provide tutoring services aligned with the school day -Instructors assist with homework completion -Implement hands-on, project-based learning activities -Coordinate academic support strategies with campus interventionists, Site Coordinator, and school day teacher -Targeted recruitment of at-risk students -Differentiated instruction and learning stations
2.	Increase character education opportunities, including leadership and anti-bullying	-Assign mentors to identified students -Provide leadership classes -Collaborate with service organizations -Bring in guest speakers to address character concerns -Offer parent/child workshops to address relevant topics -Work with local police department to incorporate leadership and anti-violence lessons -Provide student-driven service learning opportunities
3.	Provide opportunities for higher-level thinking skills such as problem solving and goal setting	-Implement project-based learning -Provide engaging STEM activities -Incorporate college/career exploration activities -Provide experiential learning opportunities to colleges, STEM-related businesses, and the BISD technology center -Provide hands-on, real-world, relevant learning activities -Provide family workshops on goal setting and career planning
4.	Increase educational opportunities for parent education, specifically in the areas of parenting skills and relationship building	-Provide workshops on relevant parenting topics -Bring in guest speakers from local parenting education agencies -Establish consistent communication between parents and FES regarding needs of families -Host family-friendly events to foster parent-school partnerships -Create parent support groups led by a trained facilitator
5.	Increase family literacy opportunities	-Offer parent-child reading nights -Offer family story events with guest readers -Provide reading strategy workshops for parents -Host author's day events for students to read their own original work to parents -Offer family activities that focus on core subject area vocabulary -Offer adult education classes (ESL, GED)

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Schedule #14—Management Plan

County-district number or vendor ID: 220902	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	Master's degree in education, business, management, or related field; strong organizational and management skills; supervisory experience with demonstrated competence in program implementation, monitoring, management, and reporting; experience with fiscal management.
2.	Site Coordinator(s)	Bachelor's degree in education or related field; supervisory experience preferred; ability to maintain positive working relationships with stakeholders and frontline staff; strong organizational, communication, and computer skills; experience in supervision and schools.
3.	Family Engagement Specialist	Strong communication skills; bilingual preferred; must be familiar with the community and support agencies; must be adaptable to meet unique needs of families, including flexible hours; experience working with families of diverse cultures and economic backgrounds.
4.	Evaluator	Advanced degree in education or related field; experience in program/grant evaluation and implementation; ability to develop evaluation plan and analyze data, reports, and related information in alignment with grant requirements; knowledge of 21st CCLC programs.
5.	Instructors	Teacher certificate preferred; experience working with students of diverse needs and backgrounds; evidence of improved student achievement in core areas such as ELA/math.

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.	**Academics:** Improve student grades by at least one point in a core subject area	1.	Identify students in need of academic assistance	08/01/2016	02/01/2017
		2.	Recruit qualified instructors	08/01/2016	02/01/2017
		3.	Students attend academic classes daily	08/29/2016	05/19/2017
		4.	Students take pre- and post-assessments	09/12/2016	05/19/2017
		5.	Data is gathered and analyzed by SC/PD	10/03/2016	06/12/2017
2.	**Attendance:** Improve student school day attendance by a percentage point	1.	Identify students who struggle with attendance	08/01/2016	02/01/2017
		2.	Enroll students in high-interest afterschool classes	08/29/2016	02/01/2017
		3.	Students attend classes daily	08/29/2016	05/19/2017
		4.	Student school day attendance data is gathered	10/01/2016	06/12/2017
		5.	Attendance data is analyzed by SC/PD	10/01/2016	06/12/2017
3.	**Behavior:** Number of referrals will decrease by at least five percent (5%)	1.	Identify students in need of behavior improvement	08/01/2016	02/01/2017
		2.	Train instructors in behavior management	08/08/2016	05/19/2017
		3.	Enroll students in high-interest afterschool classes	08/29/2016	02/01/2017
		4.	Students attend classes daily	08/29/2016	05/19/2017
		5.	Data is gathered and analyzed by SC/PD	10/01/2016	06/12/2017
4.	**Promotion:** 95% of student participants will promote to the next grade level	1.	Identify and enroll students on RTI Tiers 2 and 3	08/01/2016	02/01/2017
		2.	Enroll students in high-interest afterschool classes	08/29/2016	02/01/2017
		3.	Students attend classes daily	08/29/2016	05/19/2017
		4.	SC monitors student progress in school day classes	09/12/2016	06/01/2017
		5.	Year-end data is gathered and analyzed by SC/PD	06/12/2017	06/30/2017
5.	**Graduation:** 50% of program students will be exposed to C/W activities	1.	Recruit instructors to lead college/workforce classes	08/01/2016	02/01/2017
		2.	Determine appropriate curriculum for C/W classes	08/01/2016	05/19/2017
		3.	Enroll students in high-interest C/W classes	08/29/2016	02/01/2017
		4.	Students attend classes	08/29/2016	05/19/2017
		5.	Data is gathered and analyzed by SC/PD	10/01/2016	06/12/2017

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: 220902	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.

Birdville ISD utilizes the model **PLAN, DO, STUDY, ACT** in its continuous improvement efforts to monitor the attainment of goals and objectives through the analysis of both quantitative and qualitative data. Seen throughout the district from classrooms to departments, PDSA is a proven technique to assess and improve. The **PLAN** stage provides a clear vision for the entire process, allowing us to set focused goals and a plan for the rest of the cycle. The **DO** stage involves putting the plan into action, where we carry out the goals we set during the Plan stage. During the **STUDY** stage, we look at our progress toward our goal, analyzing our success and shortcomings as we review what we learned. During the **ACT** stage, we propose changes based upon the results that have led us to this point in the process. Once these changes have been decided, the process repeats itself, where we state our new (or modified) goals and create a plan to address them. A benefit to this method is that it encourages adaptability as plans are put into practice and analyzed for effectiveness. The PDSA method of continuous improvement allows us to have a clear direction as we pursue our goals and strive for growth.

PDSA is especially useful in the afterschool setting, where the program should adapt and refocus throughout the year, based on the unique needs of the learners in the program. An important piece of the PDSA process involves the Campus Advisory Committees (for campus-based decisions) and the Community Advisory Committee (for program-wide decisions). Each of these committees assist the program leadership in creating goals, objectives, and their related plans, assisting with putting those plans into action, assessing the outcomes, and revising the goals and plans for the next phase of the cycle. Stakeholders involved in these committees include administrative staff, teachers, students, parents, and community members, who each carry the message back to their respective communities. Additionally, changes made to the program are shared throughout the community via social media, the program websites, letters to families, newsletters to the community, and personal phone calls and texts.

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.

In 2014, several schools in BISD started experimenting sustained models of afterschool programming. Two elementary schools implemented fee-based programs, which have worked in some areas of the district but are not sustainable in the lower-socioeconomic schools. Others have used Title I funding to create small-scale models of former afterschool grant programs, though this is dependent upon adequate Title I funds. One middle school capitalized on the momentum of a former grant and worked for an entire year to shift the focus to an entirely teacher-operated, volunteer-based program. This particular school recognized the benefits of having the 21st CCLC program and the extended learning culture it built. Knowing that funding would soon be gone and full afterschool programming was no longer an option, the administrators on this campus transformed the entire culture of the building (including both staff and students) and focused on relationship building, with teachers volunteering to teach various extracurricular clubs that touched on both academics and enrichment. This program now boasts over 20 unique "clubs" that are entirely volunteer-based and meet at least once per week.

With this style of program as a possible model, it is important to fully take advantage of another round of funding for other schools, who have seen that this model can and will work on our campuses. Knowing this possibility and the lessons learned over the past two years, the schools who receive Cycle 9 funding can begin planning for life after the program as soon as grant funding begins, providing potential for an even wider or deeper impact on those respective campuses. The campus who successfully established their own volunteer-based program is not among the schools applying for grant funding, as they have already sustained their own program, but is willing to mentor the new Cycle 9 campuses to guide them as they plan for their own sustainable programs.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 220902	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.	Interviews, site visits, surveys	1.	Surveys will be distributed to parents, students, and instructors
		2.	Site visits will be conducted by evaluator and project director
		3.	Interviews will be conducted by the evaluator
2.	Project Data Collection	1.	Data will be gathered by SC/PD from TX 21st (TEA) and Skyward (BISD)
		2.	Reports containing data will be prepared by evaluator and submitted to TEA
		3.	Attendance data will be entered daily into TX 21st (TEA)
3.	Observations	1.	Site Coordinators will conduct weekly observations of classes
		2.	Project Director will rotate through campuses to observe programming
		3.	SC and PD will share observations and use data to improve programming
4.	Focus Groups	1.	Students will be able to suggest program activities for each semester
		2.	Campus Advisory Committees will be utilized once per grading period
		3.	Community Advisory Committee will give feedback to steer program
5.	Internal Monitoring	1.	SC and PD will run weekly exception reports and discuss as needed
		2.	PD will monitor data entry by SCs to ensure compliance is met
		3.	SC/PD will review instructor lesson plans to ensure alignment with TEKS

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.

Data will be gathered from a variety of program and district-level resources, including **informal assessments** (teacher records, walkthrough data, surveys), **quantitative formal assessments** (benchmark testing, STAAR scores, pre- and post-testing through programs such as Istation), and **data from the district's Skyward record management program** (attendance, discipline, grades). **Program data entered into TX 21st** will also play a crucial role in program evaluation. Gathered data will be used by program staff and the program evaluator to analyze the performance and effectiveness of the program and to make informed decisions regarding necessary changes to program.

The **Site Coordinators** will perform internal monitoring by completing weekly walkthroughs of program activities, sharing these results with the Project Director. Program data such as attendance, number of participants served, and program activity information will be entered in TEA's secure system (TEASE/TX 21st) by the Site Coordinator. The **Project Director** will also conduct walkthroughs during site visits, sharing these results with the Site Coordinator. The resulting data will be used in continuous improvement efforts to make adjustments to the program, specifically in the areas of instructor effectiveness, when results may reveal a gap in instructor preparedness or skill. Data will also be used to create **campus and program logic models.** The **External Evaluator** will gather and analyze data through the use of Likert-scale surveys of program stakeholders, site observations, and demographic data provided by the district. The **Grant Manager** will oversee the grant implementation and ensure the alignment with BISD and its participating campuses' strategic and campus improvement plans. The **Campus Advisory Committee** will be given access to non-confidential data to help the Site Coordinator make programming decisions, particularly regarding number of students served, class sizes, and addressing the needs of the campus, including those on the Campus Improvement Plan.

Data resulting from program evaluation will be made available through avenues such as the program's webpage on the district website, newsletters to community and campus stakeholders, and announcements through social media. Summarized data, including overall performance of campuses and the grantee as a whole, will be the primary information shared in an effort to keep the community informed while maintaining the confidentiality of individual participants' data. Examples of data shared include statistics on improvements in the areas of grades, test scores, behavior, and attendance. Qualitative, anecdotal data from program stakeholders will also be shared.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 220902	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.

Birdville ISD's ten 21st CCLC program sites will provide a combination of academic, enrichment, college/workforce readiness, and parent activities through its before school, after school, and summer programs. **Before school** programming will primarily target homework completion and assistance, as well as reinforcing academic objectives through the use of computer-based tutorial software. Some sites will also offer physical activity in morning programs. **After school** programming will combine both academic and enrichment activities daily, as well as college and workforce readiness classes throughout the week. *Academic* classes will reinforce school-day objectives by providing supplemental activities that feature hands-on, innovative opportunities. (It is important to note that while the program is designed to be an extension of the school day, it is not a replacement for any existing activities; rather, it is an opportunity for students to learn through non-traditional methods, such as project based learning.) *Enrichment* classes, including physical activities, fine arts, and technology-based programs, will incorporate academic elements, when feasible. *College and workforce readiness* activities will address topics such as career exploration and introductory exposure to college readiness activities, such as exploring schools, majors, and steps that can be taken throughout the K-12 career that will help students gain admission to colleges and universities. *Parent* activities will occur consistently throughout the year, featuring opportunities such as adult and family literacy classes, community resource fairs, and activities that encourage parent participation in their children's education. **Summer programming** will combine all four elements of programming (academic, enrichment, college/workforce, and parent) through summer camp-style activities. Throughout the year, students will be able to receive snacks through the district's involvement with the USDA program, as well as meals through the Tarrant Area Food Bank's Food For Good program.

Each student participant in the program will submit a registration form that includes the preferred method(s) of dismissal and is signed by the parent or legal guardian. Options for dismissal include parent pick up, bus transportation, and walk/bike ride. The sites follow the preferred dismissal method of the campus for the purpose of consistency for families, which may include program-produced car tags or physical sign out procedures with photo ID. If another adult is picking up a student, written permission must first be given by the parent or guardian, either on the registration form or in writing (to be kept in that student's file), accompanied by the additional adult showing his or her photo ID upon arrival.

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 program will utilize the following methods of disseminating information to the community: 1) maintain a website dedicated to the program and all ten participating sites, 2) personal phone calls and texts will be used to communicate with eligible participants, 3) maintain social media accounts, including Facebook and Twitter, to provide announcements about the program and to highlight its successes, 4) distribute newsletters, flyers, brochures, and a monthly parent activity calendar to students and parents, 5) distribute a monthly community newsletter to keep local, non-school community members informed about program activities, 6) speak to families about the program at PTA meetings and other school functions, 7) collaborate with the district's Communications Department to have program activities advertised through district social media and the local newspaper, and 8) submit story ideas (through the district's Communications Officer) to the Fort Worth Star-Telegram for the weekly article covering human interest stories in our district.

Information will be shared with campus stakeholders throughout the year, beginning with registration and Meet the Teacher Night. Throughout the year, program information will also be shared by the Family Engagement Specialist at family events, including combined events where the program partners with the school and other district programs.

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

Students who have tested on Response to Intervention (RtI) Tiers II and III will be recruited for the BISD ACE program. BISD currently has 14.5% of elementary students identified as Tier II in Reading and 15.8% of elementary students identified as Tier III in Reading. BISD also has 12.8% of elementary students identified as Tier II in Math and 11.9% of elementary students identified as Tier III in Math. Students on these Tiers are in danger of failing one or more classes and have been identified as being in need of targeted interventions. Working with the counselor, diagnostician, teachers, and content area specialists, the Site Coordinator will target Tier II and III students and appropriately place them in focused academic classes. **Research strongly supports the success of targeted intervention through RtI strategies (Searle, 2010)**, and curriculum used in these interventions will be aligned with the appropriate TEKS. Students will receive pre-testing, post-testing, and individualized interventions in an effort to help them improve their Tier rating and show overall success.

Using the BISD ACE program as a form of intervention, program instructors will receive training in project-based learning, as **research shows that hands-on learning activates multiple parts of the brain, leading to an increase in the retention of information (Dodge, 2009).** Instructors will have the opportunity to work with small groups of students through hands-on activities and project-based learning. These techniques are often sacrificed due to the restrictions of the school day schedule. By implementing this highly engaging technique to target focused deficiencies in students' skill sets, we will be able to improve these struggling students' academic achievement, thus positively impacting the achievement of the campus as a whole.

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.

Birdville ISD works closely with other programs to better serve the students and families in our community. BISD grant-funded programs work together to provide services for our stakeholders. Current discretionary grant programs in BISD include Adult Education and Literacy ($220,000 through state funding) as well as United Way Early Learning ($307,000 through local/national agency funding), in addition to current 21st CCLC funding through Cycle 7 ($2.4 million. The Grant Manager will routinely seek and apply for appropriate funding to enhance and coordinate with the BISD ACE grant program.

Intended use and purpose of funds:
Adult Education and Literacy: provide adult literacy, ESL, GED, and transition classes to adults in the community
United Way Early Learning: provide early literacy and parenting education to families in the 76117 zip code

Additionally, BISD's Grant Department collaborates with the district's office of Federal Programs, who oversee such programs as Title 1, Title 3, and State Compensatory Education. Many teachers, ESL educational assistants, and interventionists in the district are hired and paid for through federal sources such as the Title programs and State Comp Ed. These same staff members collaborate with BISD ACE for the purpose of strategic recruitment and assessment of students, as well as serving as instructors within the program. BISD also has a history of combining resources for curriculum and other materials to maximize funding to better serve students. Federal funding has purchased tutorial software (Learning A to Z, purchased through state bilingual money/Title 3) and curriculum (Mentoring Minds, purchased through State Comp Ed and Title 1), both of which have been shared with afterschool programs. Several examples of collaborative purchases through discretionary grants and Title programs have included guided reading libraries and various forms of technology such as laptops, iPads, and Smart Boards. By combining funding sources, BISD ACE will supplement and support district efforts to increase academic performance. ACE funds will be used to supplement and enhance, not supplant, any existing programs or activities.

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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.

In its first step toward meeting the measures of effectiveness outlined in NCLB, BISD ACE has conducted a needs assessment of the district and the proposed 21st CCLC Cycle 9 campuses. Information sought through this assessment include the areas of safety, program design, activity selection, school day alignment, and family need for such a program. The results of these surveys were matched to district assets, resulting in a better picture of how the direction of the program matches the existing resources and support structures of the district. (This information also informs our logic model.) Being careful not to supplant any existing programs, this initial feedback provides insight into possible deficiencies in district services and proposes needed changes and additions that need to be made. When creating the activities for the afterschool program, these results will provide a starting point and will be used as a planning tool when program leadership begins to meet with district stakeholders. Through the collaboration of program staff with district and campus administrators, counselors, specialists, content coordinators, and school day teachers, the program will be aligned with the school day from its inception. The breadth of knowledge possessed by this planning team will contribute to the high-quality academic enrichment opportunities that are aligned with the school day, thereby reinforcing core content and assisting struggling students by meeting them where they need additional assistance. **This design—involving stakeholders in the decision-making and implementation process—has proven to be successful across multiple academic areas, such as language proficiency and reading fluency levels (RMC Research, 2009).** This is especially important given the frequency of English/Language Arts/Reading in each site's Campus Improvement Plan. By gathering stakeholders and providing an opportunity for feedback, BISD ACE will be able to make informed decisions about the design of the program and its activities.

BISD ACE also invites feedback from the **Campus Advisory Committee**, a site-based group comprised of local stakeholders that includes community members, school staff, parents, and students. The campus Site Coordinator will involve the Campus Advisory Committee in important decision-making events such as the selection of enrichment classes, staffing levels, and major purchases. The External Evaluator also plays an important role in keeping the program leadership informed of program successes and areas of needed improvement. The External Evaluator provides data in the form of a yearly report that compares BISD ACE students to non-ACE students, and within the ACE student data compares regular attendees to non-regular attendees. This data has been useful in previous cycles because it is concrete information based on school day attendance and disciplinary data, grades, STAAR test scores, and demographic information. This report shows the relationship between the two semesters and the progress made throughout the course of the year. A resource for previous cycles, it has been used to keep the district and community stakeholders informed of the achievements of the program, as it has regularly demonstrated that BISD ACE students outperform their non-ACE peers in at least half of all core subjects. It has also demonstrated that ACE participants attend school more frequently than their non-ACE peers, and has shown that the positive influence of the ACE program consistently leads to a decrease in disciplinary infractions.

The district and program employ the **Plan Do Study Act (PDSA)** method, and data is a critical piece of this process. The quantitative data collected from report cards, pre- and post-testing, STAAR scores, the Texas Academic Performance Report (TAPR), Response to Intervention (RtI), and the district's Skyward reporting system, in addition to the quantitative and qualitative program data collected through TX21st and regular monitoring such as campus and activity walkthroughs, are all used in the planning process. By gathering information from a variety of resources, the program staff can closely monitor progress that is made and use this data to plan for future improvements.

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

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

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

Birdville ACE has established a partnership with the **Tarrant Area Food Bank (TAFB)** to provide daily nutrition services for all student participants. During the fall and spring semesters, the TAFB will provide a nutritious dinner for student participants. In the summer session, the TAFB will provide both breakfast and lunch for student participants. Throughout the year, as supplies permit, the TAFB may provide additional items such as recreational equipment (to promote a healthy lifestyle) and birthday bags (bags full of supplies that families can use to celebrate a child's birthday, including cake baking materials, plates, napkins, candles, forks, and other party-related items). In the summer, as supplies permit, the TAFB will supply weekend bags for students who are most in need. These bags provide easy-to-make foods that will provide sustenance for children throughout the weekend, between days of programming and meal service. The TAFB has been a valued partner of BISD ACE since November 2014. From the months of August 2015 to January 2016 TAFB provided 39,924 meals to BISD ACE students, translating into a value of $132,048.63 just for the cost of the meals alone. This valuable service to our kids ensures that our students receive enough food to fuel them through their learning activities, and ensures that no child goes home hungry. This partnership has led to lessons on nutrition and the value of fueling the body with the appropriate foods.

The BISD ACE program also plans to partner with several community organizations and state agencies to carry out programming objectives. The frequency of these partnerships ranges from daily to occasionally. Our partnership with the Adult Education and Literacy grant through the Texas Workforce Commission provides adult education opportunities in the form of language acquisition and GED classes to parents. The United Way Early Learning program offers parenting and kindergarten preparation to families of preschool students in the Haltom City zip code (76117), where four of our proposed sites are located. CenterPoint Church serves as a partner to BISD ACE by both adopting campuses and hosting a large back-to-school event for program families. The Refresh NRH event, held in August of 2015, connected over 2,000 students with backpacks, haircuts, eye exams, recreational activities, and over 50 community assistance organizations. AgriLife has served as a partner to BISD ACE by offering free programs for adults, particularly concerning the area of nutrition. The fire departments, police departments, and libraries of the cities of North Richland Hills, Richland Hills, Watauga, and Haltom City serve as partners to our grant, providing educational programming for family events on topics such as safety (Rad Kids), youth development (DARE), and literacy (library tours and activities). The Mighty Milers organization has provided the students of the BISD ACE program with incentives for reaching their fitness goals, including pedometers and running shoes. Davis Memorial United Methodist Church hosts the Community Garden, where BISD ACE students work with senior citizens and graduate students from Texas Christian University to participate in a community-wide gardening effort while increasing their horticultural knowledge through hands-on lessons and experiences.

The BISD ACE program is fortunate to count on many partners throughout our community. In return, Birdville ISD will provide data collection and analysis, reporting services, program monitoring and evaluation, participants (both student and adult), financial oversight, and program leadership and administration.

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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.

Needs identified through the community needs assessment process: Campus administrators, teachers, students, and parents were surveyed regarding the needs of each campus. These participants were asked to evaluate their interest in and perceived need for after school programming in the areas of usefulness, safety, potential benefit, and alignment with the school day. Respondents overwhelmingly supported the creation of an after school program, with 91% indicating their belief that after school programs will benefit the school; 88% would like to see the school become a center for community activities that promote 21st CCLC learning goals; and 88% value the alignment between the school day and out-of-school-time opportunities. These stakeholders also requested **academic** activities such as computer literacy, homework completion, experiential learning trips, and problem-solving skills; **enrichment** activities such as anti-bullying education, character building, creative arts, and recreational activities; **family support** activities such as family literacy programs, parent support groups, parent-child relationship building, and parent-student STAAR nights; and **college/workforce** activities such as goal setting, time management training, college financial aid education, and career days. In addition to these surveys, information was also gathered from TAPR, PEIMS, and both the District and Campus Improvement plans.

Resources available that will address the identified needs: Based on these surveys, resources have been identified to address these areas of need. To address the areas of **academic** need, BISD ACE will collaborate with school day staff to regularly consult on addressing the needs of program students. These collaborations will include the Site Coordinators, school day teachers, interventionists, specialists, and content coordinators. Partnerships with the Haltom City and North Richland Hills libraries will provide unique learning opportunities that are difficult to replicate on a campus, particularly the Makerspace at the NRH library. Hiring for academic classes will be highly intentional, placing emphasis on certified teachers and subject-matter experts, particularly in the STEM fields. To address **enrichment** needs, we have an established partnership with the Watauga Parks and Recreation Department that allows us the use of their facilities for special events. In a perfect bridge between academics and enrichment, BISD ACE will implement the art portion of STEMScopes, the district-sponsored STEM program. (The arts portion is largely unused during the school day but the need is present.) To address the **college/workforce** needs, BISD ACE will have access to the district's center for technology and advanced learning (BCTAL), where career field experts will guide students through career explorations in areas such as technology, culinary arts, automotive technology, and business. BISD ACE will bring in accomplished alumni to serve as guest speakers, demonstrating their path to success that began with their K-12 education. The district is also located near multiple major colleges and universities, each of which can be considered a potential resource to address college/workforce readiness needs and objectives. To address **family support** needs, BISD ACE will partner with the district's existing Adult Education and Literacy program. There are numerous partnerships established with resource agencies throughout the region that will be beneficial to our program families, particularly through resource fairs and connections with the FES. Each campus also has a Parent Teacher Association that is willing to collaborate on family activities.

Program design based upon the needs and resources:
Activities will be carefully selected based upon the specific needs of the individual campus's needs assessment and improvement plan. The Site Coordinator of each campus will establish regular meetings with appropriate campus personnel to evaluate student progress. The Campus Advisory Committee will assist the Site Coordinator in the planning and implementation of the classes that are chosen based upon the needs assessments, as well as regularly evaluating the progress of the program and the need for any changes. The Family Engagement Specialist will assist the Site Coordinator in planning and implementing the requested family and adult activities that were indicated on the campus needs assessment. The Site Coordinator, Family Engagement Specialist, and Project Director will work together to retain current partners and create new partnerships with local businesses and organizations. A logic model that shows program resources, implementation, activities, and outcomes will be completed.

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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.

BISD has received numerous federal, state, and private grants, including 21st CCLC Cycles one, six, and seven. Through the most recent cycles, BISD has created numerous systems of program management and implementation that have been used as models of best practice, both within the district and throughout the state. BISD has been recognized as a three-time PRIME award winner, and both the Project Director and Family Engagement Specialist have been recognized at the state level for their leadership. BISD 21st CCLC staff members have shared their systems and best practices through presentations at the state level (*ACE/OSTICON conferences* and a state-wide webinar) as well as the national level (*National Afterschool Association, Department of Education 21st CCLC Summer Learning Institute, and Foundations, Inc. conferences*).

BISD ACE strives to **give students hands-on educational experiences, as research has proven the effectiveness of active learning (Hackathorn et al., 2011).** Project-based learning is emphasized and staff members are trained in this technique. Academic enrichment programs in previous cycles have included a diverse range of topics including **rocket science** (where students built and launched progressively more complex rockets), **creative writing** (where students published stories online), and **gardening** (through previous partnerships with the Rainwater Foundation and Davis Memorial United Methodist Church's Community Garden). College exposure and readiness is an important part of the program, and multiple BISD sites have visited college campuses and explored the steps needed to pursue specific career fields. Of particular advantage for our district is the **Birdville Center for Technology and Advanced Learning**, where one of our Cycle 7 centers established a partnership that allowed their students to study a variety of careers prior to their visit, then interview the teachers (experts in their career fields) and explore the unique features of the facility that relate to those career fields (commercial kitchen, audio/visual studios, salon, automotive shop, etc.). Character education is integrated into all aspects of the program, though some partnerships and activities focus on this exclusively. One successful example of this was the partnership established with the **Haltom City Police Department** as we worked together to reestablish the new version of the DARE program, which now contains a leadership and positive decision-making component in addition to promoting a drug-free lifestyle. BISD ACE will continue this established history of innovative, enhanced learning experiences and partnerships.

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.

BISD will use volunteers in the ACE program. In partnership with the BISD Communications Department, our community partners, local faith-based organizations, and local service organizations, BISD ACE will actively recruit and train volunteers to assist with program activities. Volunteer opportunities will also be advertised through the district and program websites, social media outlets, and direct contact through community outreach. All volunteers are subject to a background check in accordance with state and district policies. Each volunteer will be interviewed by the Site Coordinator and staff member(s) to ensure proper placement within the program. Volunteers, after being matched with appropriate classes or activities, will receive training specific to those areas, including training in program policies, procedures, classroom management, and safety. Additionally, BISD policy states that volunteers must be accompanied by a district staff member and not left alone with students. Each spring, district volunteers are formally recognized and appreciated for their efforts.

The Project Director, Site Coordinators, and Family Engagement Specialist will make connections with the senior centers in each of the four communities that serve the ten sites of BISD ACE. Senior citizens have been of significant assistance to the ACE program in the past, particularly through the community gardening program. Local seniors will receive targeted recruitment through senior centers, faith-based organizations, and related community organizations, and will be subject to the same background check process as all other volunteers. Seniors will be matched with activities that interest them and will receive training from the Site Coordinators regarding program policies, procedures, and classroom management to ensure the safety of students and staff. (Volunteers are never left alone with students and will be paired with at least one BISD ACE staff member.)

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

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

Partnerships between the district and the community are the key to long-term program sustainability. BISD ACE has a history of forming partnerships with the community in an effort to enhance and sustain programming through the implementation of the **Community Advisory Council (CAC)**. Community Advisory Council members include stakeholders from the school district such as site coordinators, project director, family engagement specialist, principals, teachers, parents, and students, in addition to community partners such as local business leaders, nonprofit representatives, religious organization representatives, and community leaders. This task force is formed at the inception of the grant program and membership is aligned with the specific communities being served by the grant. In addition to the Community Advisory Council, each campus forms a **Campus Advisory Committee**, comprised of the site coordinator, principal, teachers, parents, students, and community members. This campus-based committee provides guidance and planning for the long-term sustainability of the program, with each stakeholder bringing a unique perspective to the group to ensure that all areas of program are considered when creating the vision for sustainability.

Specific sustainability efforts fluctuate by campus needs, so it is important to reach out to the immediate community, outside of the Campus Advisory Committee or Community Advisory Council, to survey families and school staff regarding the specific needs of a sustained program. Some of our most successfully sustained programs have involved tremendous campus support through the volunteer efforts of the staff of the campus. Others successfully sustained programs have relied on alternative usage of other funding streams, such as using Title 1 funding for focused academic and enrichment programming after the completion of the grant period. There are several area churches who have adopted our schools and implemented programs that include tutoring, leadership, athletics, robotics, and character education. Many of these key partnerships resulted from a robust Community Advisory Council and Campus Advisory Committee. BISD ACE will use the entire grant period to establish and strengthen key partnerships within the school and greater communities.

Contributions to fund sustained programming are also an important piece of our sustainability program. Through our community partnerships formed through our aforementioned committees, our district can reap the benefits of the fundraising efforts of our local business partners, as well as the donations from those entities. Another plan that has seen success in markets that can support it is the implementation of fee-based programming. With sliding scale rates and scholarships awarded based on household income, several of our district's former ACE campuses have seamlessly sustained full-scale programming through this approach of generating dedicated, self-sustaining revenue.

Birdville ISD's ACE Sustainability Plan:
Year 1: Form the Community Advisory Council (CAC); assess sustainability needs of individual programs through the input from campus and community stakeholders (Campus Advisory Committee); create sustainability vision plan for the remainder of the grant through at least one year afterward; host CAC meetings at least once per quarter
Year 2: Continue quarterly CAC meetings; focus on community outreach with the intention of building additional support through the efforts of key community partners; program participants will provide community outreach for advocacy and general awareness purposes; identify specific financial and programming needs for each site; begin meeting with district departments to acquire paid/in kind service after the grant; convert vision plan to an operational plan
Year 3: Continue quarterly CAC meetings; confirm the contributions of the district (transportation, utilities, other federal funding, etc.); regularly assess the progress made toward the operational plan, tasking CAC members with specific responsibilities in an effort to secure final partnerships toward sustainability. *(No grant funds will be used for fundraising.)*

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

Community stakeholder input is highly valued in Birdville ISD. In the BISD ACE program, community stakeholders have multiple formats in which they can provide feedback. Surveys are distributed as early as the planning stages of grant development (campus needs assessments) and continue throughout the lifespan of the cycle. Parent focus groups are encouraged and used to direct the efforts of parent and family programming. Student input is also highly valued, as students have the opportunity to share their ideas for program needs through the use of surveys, focus groups, and highly creative methods such as the "graffiti wall," where students write out their answers to a programming-related prompt on a large sheet of butcher paper displayed in a prominent area of the school. In addition to these attempts to seek stakeholder input, other community stakeholders are kept informed of opportunities to contribute their ideas through methods such as our social media pages (Facebook, Twitter), our program website, and through our steering committees for both the campus (Campus Advisory Committee) and the program as a whole (Community Advisory Council).

The initial steering committee is the Campus Advisory Committee, who meets each grading period in an effort to make sure the needs of all types of stakeholders are represented. Each program site has its own unique Campus Advisory Committee. Members of the Campus Advisory Council include the Site Coordinator, campus administrator, teacher or staff member, parents, students, and community members. Community organizations typically represented on our committees include local business leaders (VP of Woodhaven Bank), nonprofit CEOs (CEO of the Community Enrichment Center), leaders of local religious institutions (pastor of CenterPoint Church), and civic leaders (local city council members from the cities of Watauga and Richland Hills).

Members of the Campus Advisory Committees, in addition to the Project Director, Family Engagement Specialist, and any other interested stakeholders, are invited to join the program-wide steering committee known as the **Community Advisory Council (CAC)**. While campus-level stakeholders are an important part of the CAC, special emphasis is placed upon the recruitment of local community leaders outside of the campus or district. The CAC, led by the Project Director, meets quarterly to be kept informed of recent events across the program, be used as a focus group to address the needs of the program, and to create a plan for the sustainability for the program. Members of the CAC, though typically involved primarily with a specific campus, are expected to serve as ambassadors for the program and help the program staff share all of the positive efforts of the BISD ACE program. Each member of the CAC has unique connections throughout Northeast Tarrant County and can reach his or her own network of contacts, thus growing awareness of the program and potentially fostering additional partnerships that can lead to sustainability. The CAC's role as a focus group is to help the program staff think through possible solutions to issues that arise throughout the life of the grant, similar to the site-level work of the Campus Advisory Committee. The responsibility of the CAC with perhaps the farthest reach is planning for sustainability. These members are familiar with the schools in their community as well as the local resources available outside of the school district. Capitalizing on the community members' unique perspective, the BISD ACE program will rely on the expertise of these members to approach sustainability in a business- and community-oriented fashion. While program staff are familiar with the connections that will help us sustain some programming through the use of district resources (transportation, buildings and grounds, staffing, etc.), the community members have a talent for seeing resources beyond the walls of the school building, allowing them to create innovative partnerships with community organizations that may have otherwise been overlooked. In a previous cycle of the grant, these connections have led to partnerships with churches, nonprofit centers, and volunteer organizations, each of whom have contributed to programming after the grant period ended and allowed for the sustainability of programming. Previous and ongoing partnerships with local entities such as CenterPoint Church; the Tarrant Area Food Bank; the Police and Fire Departments of Richland Hills, Watauga, and Haltom City; the libraries of Haltom City, Watauga, Richland Hills, and North Richland Hills; the Watauga Parks and Recreation Department; and the Community Enrichment Center have proven to aid in the sustainability efforts of the BISD ACE program.

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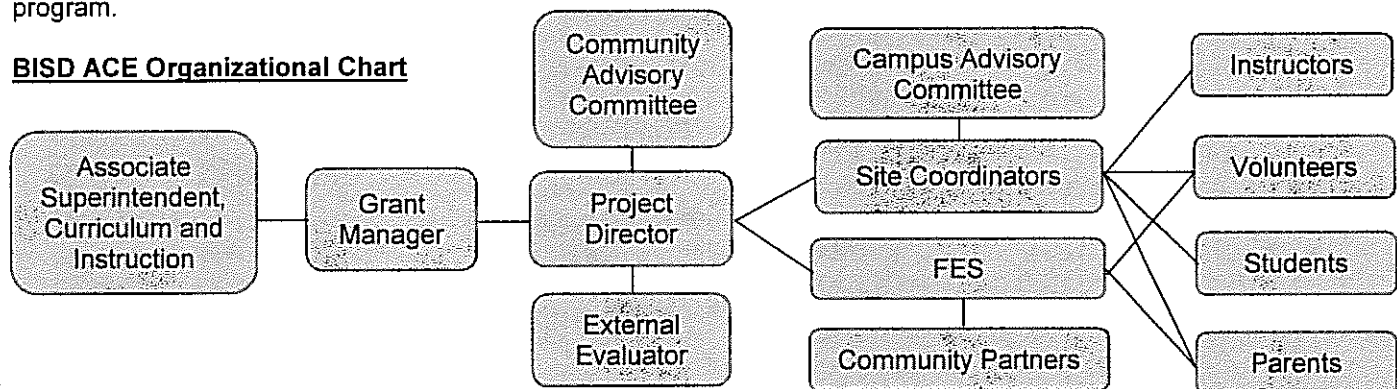| Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 220902	Amendment # (for amendments only):

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.

Birdville ISD has a proven record of responsible program management. Through its recent experiences with Cycles 6 and 7, BISD has received state-level recognition for the management of its afterschool programs. Staff development and mentoring are especially important to BISD ACE, and program staff members have been selected to share their program management methods at local, state, and national afterschool conferences. An important component of BISD's ACE program is that the current program leadership have worked their way up through the program. The **Project Director, Mr. Bradley Berry**, transitioned from a front line staff position in year one of Cycle 6 to Site Coordinator to current Project Director of Cycle 7. The district's **Grant Manager, Ms. Adrienne Walker**, also transitioned from Site Coordinator in Cycle 6 to eventual Project Director of Cycle 7 and Grant Manager for the district. These staff members have direct experience with program operations, and this experience at all levels of the program is especially evident as new staff are selectively hired and meticulously trained. Best practices in programming and training are shared with program staff. Site Coordinators are recognized as program experts who have valuable information and experiences to share with their peers.

The leadership of Birdville ISD have been proven advocates for the program. The Superintendent's Cabinet will continue to provide support and collaboration to the program. Members of this Cabinet include Dr. Darrell Brown, Superintendent; **Dr. Elizabeth Clark, Associate Superintendent, Curriculum and Instruction**; Mr. Joe Cammarata, Associate Superintendent, Staff and Student Services; Ms. Katie Bowman, Associate Superintendent, Finance; Mr. Randy Sumrall, Executive Director, Technology; and Mr. Mark Thomas, Communications Officer. Each member of the Cabinet lends support to the BISD ACE program through unique yet essential ways, including assisting with the maintenance of a transparent, appropriate budget; equipping program staff with the equipment necessary to access the state reporting system; ensuring collaboration with the school day staff to align after school activities with district and campus initiatives; and providing timely, efficient communication to program families regarding BISD ACE news and events. Birdville ISD's leadership team has gone to great lengths to be inclusive of BISD ACE program staff to ensure a strong relationship between the afterschool program and school day.

Within the program, the **Project Director** conducts trainings throughout the year in addition to weekly staff meetings with **Site Coordinators**, the **Family Engagement Specialist**, and **Grant Department staff**. Additionally, the program leadership have provided trainings for staff members at all levels involving a range of topics. Site Coordinators hold regular meetings and trainings with their own staff members, with a best practice of a brief daily meeting with all staff members prior to the beginning of program. Other program roles critical to the success and compliance of a high-quality ACE program include the Community Advisory Committee, made up of community and district stakeholders; the **Campus Advisory Committee**, consisting of campus and immediate community stakeholders; other **program volunteers**; **community partners**; and an **External Evaluator**, assisting program staff with the compilation and analysis of program data to be considered in the decision-making processes of this continuously improving ACE program.

BISD ACE Organizational Chart

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

County-district number or vendor ID: 220902	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

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

Center Number: 1	Center Name: Richland Elementary		
9 digit campus ID#	220902106	**Distance to Fiscal Agent (Miles)**	1.6 miles
Grade Levels to be served (PK-12)	K-5 with 329 students enrolled		

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:	120
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: Watauga Elementary		
9 digit campus ID#	220902113	**Distance to Fiscal Agent (Miles)**	4.8 miles
Grade Levels to be served (PK-12)	K-5 with 867 students enrolled		

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:	120
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				

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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: Academy at Carrie F. Thomas Elementary		
9 digit campus ID#	220902116	**Distance to Fiscal Agent (Miles)**	4.7 miles
Grade Levels to be served (PK-12)	K-5 with 711 students enrolled		

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:	120
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: 4	Center Name: Jack C. Binion Elementary		
9 digit campus ID#	220902104	**Distance to Fiscal Agent (Miles)**	2.6 miles
Grade Levels to be served (PK-12)	K-5 with 796 students enrolled		

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:	120
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				

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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: Birdville Elementary		
9 digit campus ID#	220902101	**Distance to Fiscal Agent (Miles)**	0.4 miles
Grade Levels to be served (PK-12)	K-5 with 432 students enrolled		

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:	120
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: 6	Center Name: West Birdville Elementary		
9 digit campus ID#	220902111	**Distance to Fiscal Agent (Miles)**	2.2 miles
Grade Levels to be served (PK-12)	K-5 with 719 students enrolled		

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:	120
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				

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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: Major Cheney at South Birdville Elementary		
9 digit campus ID#	220902109	Distance to Fiscal Agent (Miles)	0.7 miles
Grade Levels to be served (PK-12)	K-5 with 463 students enrolled		

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:	120
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: 8	Center Name: WT Francisco Elementary		
9 digit campus ID#	220902103	Distance to Fiscal Agent (Miles)	2.7 miles
Grade Levels to be served (PK-12)	K-5 with 346 students enrolled		

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:	120
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				

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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: John D. Spicer Elementary		
9 digit campus ID#	220902119	Distance to Fiscal Agent (Miles)	5.5 miles
Grade Levels to be served (PK-12)	K-5 with 630 students enrolled		

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:	120
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: 10	Center Name: Grace E. Hardeman Elementary		
9 digit campus ID#	220902114	Distance to Fiscal Agent (Miles)	5.2 miles
Grade Levels to be served (PK-12)	K-5 with 728 students enrolled		

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:	120
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				

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

The ten proposed campuses in BISD ACE are Title I schools, with an economically disadvantaged rate ranging from 54.8% to 84.1%. Students who are identified as Response to Intervention (RtI) Tier II or Tier III will be targeted for participation in the program. BISD ACE will collaborate with federal and state compensatory education programs to identify, recruit, and retain students who are at risk and in need of supplemental education in the out of school setting. Through the BISD ACE program, at least 1,200 students and 500 parents are expected to be served. Several factors were considered by the steering committee in determining this goal: 1) that the number be realistically attainable in relation to the size of the population of the individual campuses, 2) that the number of participants align with successful programs previously funded in BISD as well as neighboring districts, 3) percentages of economically disadvantaged students to ensure the families most in need will receive services, and 4) review of data from campus and district administrators, PEIMS, and TAPR reports regarding the at-risk percentages for each campus.

Identification and Recruitment: BISD ACE will primarily target Tier II and Tier III students who attend schools eligible for school-wide programs under Section 1114 of ESEA and their families. District RTI data will be used to identify students who are on Tier II and Tier III. Tier placement is based on the results of the universal screener used in the district and is administered three times per year (beginning, middle, and end). After Tier II and III students have been given an opportunity to participate in the program, the Campus Advisory Committee will consider other factors to enroll students in any remaining open positions within the program. These may include teacher recommendations, behavior referrals, attendance concerns, STAAR test failures, and students who struggle academically with a "C" average or below. (A standardized checklist is used for student participants and allows for teachers, interventionists, site coordinators, or administrators to confirm all at-risk categories that may apply to the individual child.) To recruit students, personal and confidential letters will be sent to the parents of students who have been recommended for the program. Outreach through campus events such as registration and Meet the Teacher Night will aid in the recruitment of students and families. The Family Engagement Specialist is a valuable resource to recruit students and parents for the program, and it is critical that the FES (in addition to the Site Coordinator) make regular appearances at campus and local events to encourage awareness of the program. Approved social media outlets and the district website will also be utilized to advertise for the program.

Retention: Students and parents will complete registration paperwork for the program. At this time, a program handbook will be presented that details program attendance expectations, as well as program goals and policies. Regular participation is encouraged, as historical program data gathered through program evaluation has proven that regular attendees excelled in the areas of grades, STAAR scores, and attendance when compared to students who only occasionally participated in the program. The afterschool program will feature hands-on and project based learning and will take a different approach than regular school day instruction. Due to the high level of engaging activity, the program will entice students to attend regularly to continue to work on ongoing projects and to not miss any of the exciting classes and activities of the program. Outside of these techniques, the campus Site Coordinator will work with the reading and math interventionists (paid for through state compensatory education funds) in collaborating with teachers of students placed on Tiers II and III to provide appropriate intervention services. These interventionists will also be available to help ACE teachers plan meaningful, relevant lessons for program students. Site Coordinators are often included in campus Professional Learning Communities (PLCs), which creates additional dialog between program staff and campus staff, including school-day teachers and interventionists. Site Coordinators also have the opportunity to participate in Title 1-funded trainings with subject matter experts in both academics and classroom management (CHAMPS is a prominent program example in BISD). By developing relevant, engaging, highly-focused programming, students will be retained in the program and thus receive individualized instruction through hands-on, project based methods.

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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.

Each BISD ACE center will operate a minimum of 12 hours per week, four days per week during the school year and a minimum of 16 hours per week, four days per week in the summer. There will be 35 total weeks of programming throughout the year.

Before school: Centers will open at 7:00am and operate until 8:00am, when students are allowed to enter the hallways to go to their school day classrooms. Before school activities will occur at least four days per week. Before school activities will include homework help, tutoring, recreation/physical activities, and computer lab activities.

After school: Centers will operate after school programming from 3:30pm until 5:30pm, at least four days per week. After school activities will include homework assistance; tutoring; academic enrichment activities such as creative writing, focused tutorial software programs, and rocket science; enrichment and recreation activities such as Cardboard Boat Regatta, Leadership Society, and sports programs; and college and workforce readiness activities.

Summer: Centers will operate summer programming from 8:00am until 12:00pm, four days per week for six weeks. Summer activities will reinforce school year objectives and will combat summer learning loss by extending the school year through hands-on, creative programming. Summer programs will establish a learning theme and will include activities found in the four component activity guide (academic, enrichment, college/workforce, and parent).

Parent: Adult programs will occur at least once per month at each center, though some centers may establish more frequent programming, based on parent interests and needs. Literacy will be emphasized, and activities that lead to increased parent and child literacy will be selected to meet the specific needs of the campus and community. Events such as Family Storytimes and adult English as a Second Language classes may be offered.

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.

All ACE participants will complete registration forms, with parents issuing consent for their children to participate. Based on their registration forms, students will be entered into the TX21st system and assigned to daily classes, providing program staff with standardized attendance rosters to use to sign students into the program, as well as each activity. At the end of each program day, teachers will also use these forms to indicate how the students were released from program, whether directly to a parent/guardian or if they walked or rode a bicycle home. (The mode of transportation leaving the program must match the method that the parent or guardian indicated on the registration form.) When a student is released to an adult during dismissal, the BISD ACE best practice is to use a pre-printed, color-coded ACE identification sign, either held by the parent or displayed in the front window of the vehicle in the pick up line. (This is a popular practice in BISD for school day dismissal and is already familiar to most of our families.) If a card is forgotten, the adult must show ID to pick up the student, and this ID will be verified against the registration form by either the Site Coordinator or his/her designee.

Each campus implements safety drills throughout the year after comprehensive staff training. With a minimum expectation of one per semester for each type of drill, programs must practice fire, severe weather, and shelter-in-place/lockdown drills. Documentation of these drills is given by the Site Coordinator to the Project Director, who then provides the documentation to the Director of BISD Student Services, and ultimately the fire department of each applicable city. The ACE Safety Plan is completed for each campus and copies are kept on file with both the Site Coordinator and the Project Director. Additionally, BISD ACE has implemented another step in the program safety plan by requiring each Site Coordinator to meet with his or her campus principal to discuss campus-specific safety instructions for situations that may arise. Topics include which campus or district personnel should be notified in the event of an emergency, the establishment of a program emergency response team, and building access privileges for students, parents, staff, and visitors. All BISD staff members must complete the required Safe Schools training, which addresses topics such as health, safety, and appropriate student-teacher and professional relationships.

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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.

Birdville ISD and BISD ACE have formed a partnership to ensure the alignment of afterschool activities with school day initiatives. The school day administrators, interventionists, and staff collaborate with the ACE program Site Coordinators and staff to review student data and needs assessments to ensure the proper activities and lessons are designed to meet the needs of program participants. The district uses the **Plan Do Study Act (PDSA)** model in their **Professional Learning Communities (PLCs)** to analyze and act upon student data. This process is also utilized within the BISD ACE program. Based on existing student information such as **Response to Intervention (RtI)** data, a plan is made and carried out that addresses a student's needs (the **Plan** and **Do** steps). Once the results have been gathered from the action carried out, those results are **studied** and a new plan is created to be carried out (**Act**). While the PDSA process is used throughout the school day and the afterschool program, the most effective use of PDSA is when those systems combine to compare data and combine resources to create an effective learning plan for the students. An example of this would be the sharing of data folders between the school day staff and BISD ACE instructors. Fortunately, BISD ACE employees are officially classified as district employees and are included in decision-making meetings such as PLCs, as well as trainings in RtI and resources through the Curriculum and Instruction department. The Grant Manager will also serve as a liaison between the program and district to keep program staff updated on district initiatives. It is through these collaborations that school day teachers and program staff can truly work together to align the content that will be shared with students. The afterschool program adds supplemental curriculum and lessons to the school's efforts, resulting in a focused, well-rounded learning environment for the student. Program staff also work with campus and district content coaches and specialists to gather data and information about student performance, as well as information regarding the student's Individual Education Plan.

Activity and lesson plans are created using the Texas ACE templates that are provided in the Blueprint. Each of these plans include specific TEKS that are addressed in the activity or class as a whole, as well as the individual lesson. This alignment with the appropriate grade level TEKS serves to ensure supportive, intentional design of meaningful lessons that support school day efforts. **In the BISD ACE program, Project Based Learning (PBL) will be heavily encouraged, as the hands-on, creative learning process to address a real-world issue that is a trademark of PBL has been proven to result in the long-term retention of concepts (Strobel and Van Barneveld, 2009).** Students are more engaged when they experience practical, interactive activities such as PBL.

Needs assessments are conducted periodically throughout the life of the program, beginning with the initial selection of campuses, as campuses were asked to provide supporting evidence of the need for a program such as 21st CCLC. Campuses submitted STAAR and RtI data that supported the need for after school learning opportunities, as well as letters of support from the local community stakeholders. During the application process, each school listed on this application participated in a new needs assessment that addressed parent, teacher, and student concerns and desires for the program. During the life of the program, needs assessments and surveys will be conducted at least yearly to assess the specific needs of the community. These include the needs of working families (program hours and days offered, types of activities offered, transportation issues), as well as the activities that are needed based upon student data. These needs will be matched to existing assets or, if no related assets exist, will be the impetus for the procurement of new assets. The combination of school day data, the Campus Improvement Plan, and the Campus Needs Assessments will be combined to create a cohesive plan for the program.

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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.

A major benefit of the structure of out-of-school-time programming is that the program, while aligned with the school day, is not necessarily tied to the scope and sequence set forth by the district. While the school day pace is strictly scheduled, the afterschool program has the flexibility to step in and address the shortcomings of school day instruction, reinforcing topics that students struggle with (yet are expected to have already mastered), since the rest of the class has moved on to the next subject. This is especially important for students who are at risk of failure or dropping out of school, as the cause is often tied to the rigor and pace of instruction. These students need instruction that goes beyond one-size-fits-all. The after school setting is the ideal opportunity to stand in the gap between traditional instruction and student progress, connecting the two to ensure the success of the student. School day programs will be accessible for **district and state content alignment** purposes, including highly personalized software programs such as Istation, Think Through Math, and Accelerated Reader, that will allow for pre- and post-testing to direct lesson and activity planning. Additionally, campus Site Coordinators participate in site-based meetings such as department or grade level meetings and Professional Learning Communities, allowing them a glimpse into the school day and an opportunity to work with campus teachers in an effort to make data-driven decisions and provide targeted, reinforced learning opportunities for struggling students.

In the BISD ACE needs assessment, there is a clear indication that program stakeholders want program students to receive personalized educational opportunities. The program will maintain reasonable student to teacher ratios of no more than 22:1, but strives to keep this ratio closer to 10 or 15:1. To accommodate a reasonable number of learners but still provide that personalized learning experience, the program will follow the lead of the district by implementing learning stations, when appropriate. These learning stations will provide hands-on learning opportunities in small groups, where all students participate in and rotate through activities with a central theme. This allows the instructor to focus on a small group of students for personalized, targeted instruction while maintaining overall classroom management, as the students will be working independently or in small groups on highly engaging activities. This structure makes **differentiated instruction** easily achievable, as the activities and projects can be highly personalized and individual instruction within the overall group setting possible. This unique setup has been proven to translate into student success, as students have plenty of opportunities for both self-guided and teacher-guided, hands-on learning experiences that address gaps in students' knowledge. Students who are struggling with a concept will no longer fall through the cracks of the educational system but instead will receive strategic interventions through targeted experiential learning techniques.

In addition to the learning station structure, large group or whole class activities also have an important role to play in the after school setting. Students naturally learn from their peers as well as their teachers, and some whole group activities are entirely appropriate to foster this potential for learning. This is especially critical in recreational (**enrichment**) classes, where participating in team events not only reinforces the concepts of the specific sport but also the concept of **positive character development** and sportsmanship. **College and workforce readiness principles** align with each of these techniques, as well. One example from previous programming experience began with whole-class instruction as the teacher introduced broad examples such as college and why students should attend, what a major is and how to choose one, and paying for college and the wide range of tuition prices. From there, students broke into small discussion groups and conducted their own research projects in which they presented their ideal college, major, and the justification for these decisions. There is natural movement between techniques that strengthens the learning process, whether it's academics, enrichment, or college and workforce readiness. **Family and adult programming** is no exception—effective instruction and learning opportunities have been provided through the use of **whole class instruction** (adult literacy and financial literacy classes); **small group activities** (family reading and math nights); and **individual practice** (ESL/GED prep classes).

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

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220902	Amendment # (for amendments only):

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

The **Family Engagement Specialist (FES)** for BISD will coordinate the adult and family activities of the BISD ACE program. The FES will study the needs of each program site and work with the campus Site Coordinators to establish adult and family programming that most directly addresses the specific needs of the campuses. Family programming will vary depending upon the campus, but the main objective for the FES is to design programming that addresses the unique needs of each campus. Each campus will implement a **Parent Resource Center (PRC)**, where parents can access materials that will aid them in their parenting skills, as well as connect them with resources to meet their basic needs (insurance, healthcare resources, assistance programs).

Two specific types of services will be provided for families: literacy enhancement classes and parenting skills classes. In the literacy classes, campuses will offer literacy-based topics under the umbrella of **Family Literacy**. These classes may include language acquisition, financial literacy, and child literacy, with the child literacy component focusing on the importance of parent modeling of literacy in the home through the use of story times with children and family reading time. The parenting skills classes will be presented under the umbrella of **Parent University**. Parent University classes will incorporate elements such as behavior management, internet safety, coping strategies for ADHD, bullying awareness, and parent resource fairs. The Parent University program will also encourage parents to become more engaged with the campus, and the frequent, family-friendly programs hosted through the BISD ACE program will ease them into this relationship with their children's school.

The FES will play an active role on program campuses and will become a familiar resource for families of the program. This staff member will coordinate outreach efforts to inform families of program offerings, connect families to community resources, and host family events at all ten sites.

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 BISD ACE Family Engagement Specialist will work with the Project Director to determine the vision for the Family Engagement program. Based on the responsibilities outlined in the FES job description, the FES will be a highly visible, recognizable part of the BISD ACE team and will make regular visits to campuses, both during school and program hours. The FES will publish a calendar of events hosted at all ten sites and distribute this information throughout the program community. Additionally, the FES will recruit community partners to collaborate with the program sites, and will advertise the program through a monthly community newsletter. The formation of these community partnerships are essential to the success of the Community Advisory Committee. The FES will attend weekly Site Coordinator training meetings and share updates regarding family programming.

The FES will work with the Site Coordinator of each campus to make a plan for the year's events. An outline of the monthly family events will be created as a result of this collaboration, and will also include any more frequent programs such as Adult ESL classes. The FES will be present at these monthly activities so program parents may recognize him/her as a familiar resource. On each campus, the FES will maintain a program bulletin board in a prominent location to keep program stakeholders informed about the events and opportunities offered on their local BISD ACE campus. The FES will assist the Site Coordinator with all translations, including written, phone calls, and in person meetings. During program enrollment windows, the FES will host informational sessions regarding the program to introduce families to the benefits of the BISD ACE program. With the assistance of the FES, the Site Coordinator will work with school day staff to identify potential program participants who are in significant academic need of the program and personally invite them to register. The FES will assist the Site Coordinator with other outreach efforts such as the creation and distribution of flyers, the maintenance of the program website, and social media outreach.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220902	Amendment # (for amendments only):

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

BISD ACE will offer family engagement activities that focus on two main themes: developing literacy and parenting resources. Through the literacy component, adults will be offered a variety of educational programs that address the many facets of literacy. Adult literacy opportunities, such as classes in English as a Second Language, will be offered through the program and through our partnership with the Adult Education and Literacy grant that operates in BISD. Financial literacy classes will be offered through our partnership with community financial organizations such as local banks and insurance companies. Family literacy opportunities will be held through events such as Family Reading Night, where parents and children both read and are read to by guest readers. One final type of literacy addresses the core subject areas, where so many students struggle during testing. There are distinct groups of words associated with each core subject (Language Arts, Math, Science, and Social Studies) that students are expected to know that aren't always formally taught. Through content-focused literacy nights parents will assist their students through guided activities that teach and reinforce subject-area vocabulary. Through the Parent University component, adults will be able to gather parenting resources and information through seminars on topics such as stress management skills, behavior management, support for families of children with special needs, and working with the school to advance a child's education. Parent and family activities will be held on the campuses at a minimum of once per month, though some classes will be offered on a weekly basis, depending on the needs of the specific campus and the commitment of the parents involved. The need for classes and activities that are the best fit for the campus will be determined through surveys, periodic needs assessments, the input of the Campus Advisory Committee, and parent focus groups.

To address the needs of working families, parent classes and family activities will be scheduled during non-traditional hours, with the majority of events taking place after regular afterschool programming. This also allows for partnerships with other district programs, such as collaborating with PTA to host educational family events or to work with the evening classes offered through the Adult Education program. Family resource fairs are something that has been proven to help families in previous cycles of the grant. Through connections to local resources, the Family Engagement Specialist has been able to connect nearly a hundred children with access to CHIPS and Medicaid. These resource fairs not only lead to insurance coverage but also connections to local community agencies, low-cost dental services, eye exams, and community aid organizations. On each campus there will be a Parent Resource Center (PRC) that houses educational materials for parents that are available throughout the year. Additional resources that will be used to provide family engagement activities include a dedicated budget for the Family Engagement Specialist to use on family activities. A parent handbook and regular outreach will also be provided to the family of each student who participates in the program.

It is important to the success of the child's education that the parents are actively involved and have a positive relationship with the school. **Through multiple studies compiled by the Southwestern Educational Development Laboratory (SEDL), the benefits of parent involvement in their child's academic career include higher grade point averages and scores on standardized tests, better attendance, and better social skills (Henderson and Mapp, 2002).** The afterschool program can play a significant role in fostering this relationship by inviting parents to fun, family-friendly events held in a non-threatening environment. The community feel of the ACE program naturally facilitates this relationship. Through targeted resources that meet the needs that the families have specified, the ACE program can serve as the link between the families and the school and positively impact each child's education.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 220902		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 220902		Amendment number (for amendments only):		

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

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

Barrier: Gang-Related Activities

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

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

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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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Schedule #18—Equitable Access and Participation (cont.)					
County-District Number or Vendor ID: 220902			Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☒
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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	Schedule #18—Equitable Access and Participation (cont.)			
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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: 220902	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): **7**

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: 220902	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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Via telephone/fax/email (circle as appropriate)	By TEA staff person: