Texas Education Agency
Standard Application System (SAS)

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

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2016 MAR 28 PM 2: 15 RECEIVED TEXAS EDUCATION AGENCY
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #
Elgin ISD	011902			
Vendor ID #	ESC Region #			DUNS #
74-60000823	13			0105523620000

Mailing address		City	State	ZIP Code
1002 North Avenue C		Elgin	TX	78640-0351

Primary Contact

First name	M.I.	Last name	Title
Peter		Perez	Deputy Superintendent
Telephone #	Email address		FAX #
512-281-3434, Ext. 1278	peperez@elginisd.net		512-281-9866

Secondary Contact

First name	M.I.	Last name	Title
Debra		Mahone	Grant Director
Telephone #	Email address		FAX #
512-281-3434, Ext. 1238	Debra.mahone@elginisd.net		512-281-9866

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
Jodi	Duron	Superintendent
Telephone #	Email address	FAX #
512-281-9731	jodi.duron@elginisd.net	512-285-9935

Signature (blue ink preferred) Date signed

03-28-2016

Only the legally responsible party may sign this application.

701-16-102-045

| Schedule #1—General Information (cont.) |||||
| County-district number or vendor ID: 011902 ||| 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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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 011902	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 011902	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 #5—Program Executive Summary	
County-district number or vendor ID: 011902	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.

Elgin ISD, along with the Boys and Girls Club of Bastrop County and several other community partners, is seeking resources to systematically target, engage and empower our most at risk student population by providing expanded learning opportunities using the Texas ACE Blueprint. Needs assessments at the school district, community and county levels indicate multiple risk factors in a large percent of our children. Recent data on academic performance indicates that only 51% of all students met standards on state accountability measures. The picture is even bleaker with economically disadvantaged students and English Language Learners where less than half were able to meet state standards. Considering that 75% of the 4,321 students in Elgin ISD are classified as economically disadvantaged, it can be predicted that without expanded and innovative learning opportunities, more than 1,600 students who already experience added challenges associated with lower income and language barriers will also fail academically. In addition, the City of Elgin has experienced a 24.3% increase in family poverty over the past 2 years with 23% of families being headed by single parents. Not surprisingly, the most recent county health assessment reports several risk factors as well. Approximately 31% of residents are reported to be obese and 43% report lack of exercise opportunities in their immediate community.

The Elgin ISD and the Elgin community have developed strong partnerships and begun initiatives to address the diverse needs of their children and families. The Boys and Girls Club has sponsored a summer activity program serving approximately 100 students for the past two summers at one elementary site. Elgin ISD currently has an early literacy project funded through the Department of Education Innovative Approaches to Literacy Grant Program. The school district along with five community partners work to distribute free books to children and families, expand library access and resources and provide training to staff and parents. Elgin also received Elementary and Secondary Counseling Grants this year which increase counseling staff at every campus, provide mental health services to students and families, and provide training to staff regarding children's mental health issues. These projects share critical success factors with the ACE program: using assessment to evaluate and revise services to students and families, increasing student involvement and engagement in learning, increasing parent awareness and involvement and increasing family participation and engagement. In addition, Elgin ISD has just begun the planning process with the USDA to develop a Farm to School Program with the main objective of working with farm partners to increase consumption of locally grown fresh produce and develop a culture of health and wellness in schools and community. Although Elgin has already seen positive outcomes from these efforts, expanded learning opportunities and resources remain limited and are sadly insufficient to address the increasing number and complexity of student needs.

The Elgin ACE program intends to build on existing resources and processes to provide innovative and high quality expanded learning opportunities at all five campus sites. The Elgin ACE program will be overseen by the district Project Director who will support the Site Directors, ensuring all data and program outcomes are provided to enable flexible and needs based programs. The Project Director will also act as the liaison with Boys and Girls Club and other key partners. The ACE program will target 675 of the highest risk students by prioritizing students based on the factors of: academic performance, attendance, social/emotional needs and health and wellness. This data will be provided to Site Directors and campus leaders based on the number and severity of risk factors indicated for a given student. Students will be assigned a priority level and effort will be made to register all highest priority students prior to opening up registration to other students. Although exact schedules will vary dependent on the specific needs of the students, each site will provide at least 3 hours per day of expanded learning opportunities Monday through Thursday. Based on needs expressed in the student and parent surveys, centers at the middle school and high school will offer morning and afterschool academic support and tutoring Monday through Friday. A six week summer program will be provided Monday through Thursday with schedules ranging from 6.5 to 8 hours per day depending on center specific needs. **Academic** support and enrichment will be provided for homework assistance, learning strategies, community based and project learning as well as small group TEKS targeted tutoring. Certified teachers will oversee and implement this portion of the program with the assistance of an academic liaison to ensure activities are not only aligned with school day goals and objectives but are innovative and engaging. **Enrichment** programs offered by community partners and

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 011902	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.

district staff will be based on student and family needs. These programs will have the overarching goal of providing students creative ways to **express** themselves (i.e.: art, dance, technology, music) and to **improve** themselves (i.e.: karate, cooking, sewing, Spanish). Parents and/or family members will be invited to participate in activities chosen by their children during this segment. **Healthy Lifestyles** will be a focus to improve the overall health and wellbeing of participants and their families. A Triple Aim or Triple Play approach will be implemented with activities such as **Move and Groove** during sign in followed by a healthy snack. The Farm to School program will collaborate with the ACE program providing students access to gardening activities and visits to local farms and community gardens. In addition, nutrition education, prevention education, mindfulness and fitness activities will address **Mind, Body and Soul**. **Character, Leadership and College and Workforce Readiness** programs will focus on contributing to the community, developing meaningful and collaborative relationships, as well as career development, career options and entrepreneurship activities.

Each Site Director will work collaboratively with campus and district leadership as well as with the Family Engagement Specialist to ensure the families are engaged and integrated into the learning process. The goals of the ACE program will be to provide opportunities and activities to all the families of the student participants that will **Inform** (make them aware of their child's learning expectations and needs), **Educate** (provide support necessary to improve not only parenting skills but themselves), **Engage** (increase capacity for active involvement in their child's education and their community), and **Teach Advocacy Skills** (so they know how to make their child's and family's needs known and develop critical assets and resources). Two way communication will be encouraged between families, community partners and site staff. Information will be posted on center and district websites. Information will be sent home weekly to keep families informed and engaged. Parent events and training will be offered at each center based on family needs. Student/Family activities will be integrated into academic and enrichment programs. Collaborative events between centers will also be coordinated by the Family Engagement Specialist to provide networking and extended community learning and engagement opportunities.

Elgin ACE staff will be offered ongoing training opportunities to ensure not only needed skill acquisition but provide time to collaborate with other sites, develop best practices for the project and give opportunity for input into program implementation and revision.

Finally, community partners will participate in these programs to provide volunteer assistance, college and career readiness development, highly engaging activities, mentoring, and increased access to community resources. The Elgin ACE Community Advisory Council will provide oversight, resource development to the program and will play a key role in sustainability of the program. Each community partner will nominate a representative from their organization to be a part of the Advisory Council.

The Evaluation model will be overseen by an independent evaluator. This will allow for ongoing feedback and continuous improvement of the services offered to students. Data will be collected monthly on milestones and feedback will be provided to the Project Director and other staff as appropriate. The independent evaluator will also participate in the continuous learning activities of program staff, partners and families.

Elgin ISD, along with the Boys and Girls Club of Bastrop County and other partners, will develop expanded learning opportunities that will positively impact students and families and will be sustained because they will be based on community and most importantly individual student needs. This effort will seek to involve every aspect of the community so that the proverbial "Village" is in place to support our most precious resources and improve the lives of everyone in the community.

Elgin ISD and the Elgin Community are grateful to the Texas Education Agency for providing this opportunity to positively impact schools and communities. We thank you for your consideration of our proposal.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 011902			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$614,364		$614,364
Schedule #8	Professional and Contracted Services (6200)	6200	$397,500	$15,000	$412,500
Schedule #9	Supplies and Materials (6300)	6300	$57,164	$	$57,164
Schedule #10	Other Operating Costs (6400)	6400	$125,972	$	$125,972
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes **X** No	
Total direct costs:			$1,195,000	$15,000	1,210,000
Percentage% indirect costs (see note):			N/A	27,963	27,963
Grand total of budgeted costs (add all entries in each column):			**1,195,000**	**42,963**	**1,237,963**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$	$	$
Administrative Cost Calculation					
Enter the total grant amount requested:					$1,210,000
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:					60,500

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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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 011902		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	20		$119,729
Program Management and Administration			
4	Project director (required)	1		$70,000
5	Site coordinator (required)	3		$150,000
6	Family engagement specialist (required)	1		$50,000
7	Secretary/administrative assistant	1		$25,000
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	Academic Liaison		1	$21,000
20	Youth Care Specialist		9	$53,352
21	Youth Care Worker		12	$55,476
22			Subtotal employee costs:	
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay		$
24	6119	Professional staff extra-duty pay		$
25	6121	Support staff extra-duty pay		$
26	6140	Employee benefits		$69,807
27	61XX	Tuition remission (IHEs only)		
28		Subtotal substitute, extra-duty, benefits costs		
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			614,364

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

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 011902	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$
	Specify purpose:	
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Boys and Girls Club at middle and high school, outreach at elementary centers	$350,000
2	Enrichment activities and sessions at 3 elementary centers	$45,000
3	Project evaluation 3,000 per center x 5 centers	$15,000
4	Trainers/guest speakers	$2,500
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$412,500
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$
	(Sum of lines a, b, and c) Grand total	$412,500

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: 011902	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$57,164
	Grand total:	**$57,164**

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: 011902	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
Subtotal other operating costs requiring specific approval:		$
Remaining 6400—Other operating costs that do not require specific approval:		$125,972
Grand total:		**$125,972**

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

County-district number or vendor ID: 011902	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:			4321	
Category	Number	Percentage	Category	Percentage
African American	565	13.08%	Attendance rate	95.2%
Hispanic	2644	61.19%	Annual dropout rate (Gr 9-12)	1.3%
White	992	22.96%	Students taking the ACT and/or SAT	53.8%
Asian	17	.39%	Average SAT score (number value, not a percentage)	1405
Economically disadvantaged	3237	74.91%	Average ACT score (number value, not a percentage)	20.1
Limited English proficient (LEP)	982	22.73%	Students classified as "at risk" per Texas Education Code §29.081(d)	63.2%
Disciplinary placements	90	2.08%		

Comments

It is important to note that the attendance rate alone does not adequately describe the attendance issue facing Elgin ISD. Of particular concern is the number of unexcused absences. According to 2014-2015 PEIMS data, elementary students had 7,042 unexcused absences, an average of 3.48 per student and secondary students had 12,851 unexcused absences, an average of 5.83 per student. Despite current intervention initiatives, approximately 50% of Elgin ISD students do not meet state academic standards. Elgin's elementary retention rate is double the state average and the four year graduation rate is below the state and region. Of the 63.2% students identified as "at risk," a significant number carry two or more "at risk" codes, flagging these students as a priority for intervention.

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

Category	Number	Percentage	Category	Number	Percentage
African American	17.4	6.4%	No degree	1	0.4%
Hispanic	53.3	19.8%	Bachelor's degree	216.6	80.4%%
White	197.7	73.4%	Master's degree	50.8	18.8%
Asian	0	0%	Doctorate	1.0	0.4%
1-5 years exp.	88.8	33.0%	Avg. salary, 1-5 years exp.	44558	N/A
6-10 years exp.	57.2	21.2%	Avg. salary, 6-10 years exp.	46318	N/A
11-20 years exp.	61.9	23.0%	Avg. salary, 11-20 years exp.	50945	N/A
Over 20 years exp.	32.8	12.2%	Avg. salary, over 20 years exp.	60466	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)																
County-district number or vendor ID: 011902									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	67	67	77	81	81	77	40	42	43	29	25	23	23	675
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	67	67	77	81	81	77	40	42	43	29	25	23	23	675

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 011902	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.

Elgin Independent School District (EISD) is a rural school district located in Bastrop County, in central Texas, approximately 20 miles east of Austin. EISD is the local educational authority for Pre-K through 12th grade students in Elgin, serving 4,321 students each day on 6 campuses. Of these students, **74.91%** are classified as economically disadvantaged, meaning they are enrolled in the free or reduced priced lunch program. Unfortunately, the City of Elgin has experienced a **24.3%** increase in family poverty rates since 2012, making Elgin the city with the highest family poverty rate in Bastrop County. In addition, **23%** of Elgin children live in single parent households and a staggering **3.2%** of high school students are pregnant or parents. Academically, the most recent accountability data shows that only **51%** of the Elgin ISD youth met or exceeded progress on STAAR Tests for all subjects/all grades as compared to 57% for the state, 6.0 full percentage points *LOWER* than the State of Texas average. Further, only **50%** of students identified as Economically Disadvantaged and only **49%** of ELL students met this standard. Students requiring Accelerated Instruction in Elgin ISD was **35%** as compared to 25% statewide. Attendance is also an issue, with an alarming number of unexcused absences, averaging 4.6 days per student in school year 2014/2015. A County Health Needs Assessment indicates that **31.0%** of Bastrop County residents are obese. There is a significant lack of organized fitness opportunities for Elgin youth. In addition, the district has seen an increase in the number of youth reporting risk factors associated with mental health concerns (e.g., increase in disciplinary referrals, depression, alcohol use, suicidal ideation, etc.). Elgin has a high percentage of confirmed reports of child abuse/neglect as compared with state and regional averages. This goes hand-in-hand with the suspected numbers of "latch key" children whose **parents work multiple jobs with long hours and/or commute more than 50 miles daily for employment**. Every afternoon in Elgin, Texas, hundreds of children leave school with no adult supervision or organized activity awaiting them at home. Not surprisingly, the afternoon hours are when children are most likely to be the victims of crime and to engage in risky behaviors. Boys and Girls Club sponsors a summer activity program, but there is no YMCA or church-sponsored activity afterschool. In fact, the CNA found that there is not a single supervised afterschool program for students in Elgin. Increasing numbers of economically disadvantaged students, increasing percentages of families living in poverty, increasing health problems, and a growing number of students left unsupervised has created an alarming increase in risk factors within our student population. Despite the close proximity to the State Capital, Elgin remains a proud, but poor community with few opportunities for children and families outside the public schools. In Elgin ISD a **Comprehensive Needs Assessment** (CNA) drives our campus and district goals and spending. This process is on-going with Needs Assessment being an agenda item for most district, campus, and community meetings. EISD Superintendent, Dr. Jodi Duron, regularly hosts "Community Coffee and Conversation with the Superintendent" where public education issues are shared and discussed with the community, ideas are conceived, and input from all stakeholders is solicited. The Elgin ACE grant application was discussed at the most recent Superintendent's coffee and also at several EISD Leadership Meetings. Parent, student, and staff surveys were used to identify needs and interests specifically for the proposed Elgin ACE Programs and to gain an idea of attendance and community buy-in. Community and school survey participation was impressive with a total of **758 surveys completed in March, 2016**, sampling a valid cross section of parents, students, and staff. A significant **82%** of parents participating in the survey indicated that their student/s would attend the ACE Program if offered, and **78%** said they were interested in before and/or afterschool tutoring for their student/s. The majority of teachers surveyed, **91%**, were in favor of an afterschool program at their campus. Of even greater significance was the overwhelming response of **100%** of teachers indicating that they had students who would benefit from the Elgin ACE Program and **100%** also indicating that they would willingly communicate with the afterschool tutors to provide academic support for their students. A student survey was done to solicit student interest and voice in selecting ACE Program enrichment activities. Activities receiving the most votes, in order of priority were Dance/Ballet Folklorico, Book Clubs, Sewing, Writing/Journalism, and Seasonal Sports. A significant number of secondary students said that they would attend afterschool tutorials and credit recovery if offered. The data from these surveys was used in drafting this grant application. To address the gaps and weaknesses identified in the CNA, the Elgin ISD proposes the Elgin *Afterschool Centers on Education* (ACE) Program. The ACE Program proposes to increase academic performance, increase attendance, improve student behavior, increase promotion rates, and increase graduation rates in Elgin ISD.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 011902	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.	**Academic Performance** – in 2015, according to the Texas Academic Performance Report, only 51% of Elgin students passed STAAR. 56% of all students passed the reading portion, 47% the writing and an alarming 31% passed math. Despite multiple initiatives during the school day, approximately half of Elgin students are falling short of academic performance objectives.	**Homework** help-certified teacher to provide strategies, study aides and advocacy for different learning styles **TEKS Targeted** tutoring and academic mentoring **High** engagement activities **Service** learning and project based learning **Problem** solving, critical thinking, and STEM activities **Extended** library hours and services **Integration** of technology and extended access **Wellness** activities including fitness and nutrition
2.	**School Day Attendance** – over the past 2 years has fallen slightly below the region and state at 94.6%/ 95.2%. Of most concern is the rate of unexcused absences. Based on PEIMS data, in 2014-15, elementary students had 7,042 unexcused absences which is an average of 3.48 per enrolled student. Secondary students had 12,851 unexcused absences during that same time period which equates to an average of 5.83 per student.	**Site** Coordinator works with campus staff including social worker to identify barriers and engage families **High** engagement activities that align with student needs and interests **Small Group Counseling** to increase well being **Wellness** activities to address health, fitness and nutrition **Advocacy and Goal Setting** to provide school relevance **Family** engagement activities to increase involvement
3.	**Positive Behavior**- PEIMS data indicated 2,401 disciplinary referrals for secondary students and 699 referrals for elementary students during the 2014-15 school year.	**Site** Coordinator works with campus teams to align positive behavioral support strategies with day school **Second Step** at elementary sites **S.M.A.R.T** at secondary sites **Award** participation and excellent behavior **Small group Counseling** to increase well-being and reduce referrals. **Family** events and parent/child activities
4.	**Grade Promotion Rates** – significant concern is noted in grades 2,3,4, and 6 for 2014-15 where Elgin's retention rate is twice that of the state.	**Site** Coordinator works with campus and district staff to target at risk students and families **Advocacy and Goal Setting** for students **Career development activities** **School to career events** **Family engagement and training in asset development** **High engagement activities** **Healthy Lifestyles Activities**
5.	**Graduation Rates** – 2014 four year graduation rate is below the state and region at 86%.	**Site** Coordinator works with counselors, career center and campus leadership to target and mentor at risk students **Career and College** planning **Youth Leadership and Student Voice** activities teaching wise decisions and increasing self esteem **Healthy Lifestyles Activities** **Financial planning** including FAFSA and available resources

Schedule #14—Management Plan	
County-district number or vendor ID: 011902	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	Project Director will have a master's degree in the education field and 5+ years experience. Experience working with at risk students and their families required. Administrative certification preferred. In addition experience working with 21st CCLC, or extended learning and programs preferred. Knowledge of or experience working with community youth programs is a plus.
2.	Site Coordinator(s)	Site Coordinators will have a minimum of a bachelor's degree in education or a related field, experience working with high risk children and families, experience with staff supervision, and knowledge of community resources.
3.	Family Engagement Specialist	FES will have a bachelor's degree in social work, education or related field, master's degree preferred. Knowledge of community resources, ability to establish community relationships, and work with high risk youth required. Knowledge of TEKS and extended learning programs preferred.
4.	Evaluator	Kyle Barrington, Ph.D., is currently under contract as the district independent evaluator. He has 25 years experience in grant evaluation and 14 years experience evaluating 21st CCLC.
5.	Program Liaisons	Debra Mahone, Grant Project Director in Elgin ISD, has over 15 years experience in grant management at local, state and federal levels. Ms. Mahone will work with the Elgin ACE Project Director to provide mentoring and coaching in grant management and compliance.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1.	Hire and train tutors and academic liaison	08/01/2016	09/01/2016
		2.	Academic assistance and tutoring begins	09/06/2016	07/13/2017
		3.	High needs students log min. 1 hour/ week tutoring	09/06/2016	05/25/2016
		4.	50% attendance goal met for pull out tutoring	09/06/2016	12/15/2016
		5.	Continuous improvement plan based on sem. data	12/15/2016	07/13/2017
2.	Improve Attendance	1.	Hire/contract and train enrichment staff, hire FES	08/01/2016	09/01/2016
		2.	Enrichment activities begin	09/06/2016	07/13/2017
		3.	50% attendance goal met for high needs students	09/06/2016	12/15/2016
		4.	Min. 2 family engagement activities held per center	09/06/2016	12/15/2016
		5.	Continuous improvement plan based on sem.data	12/15/2016	07/13/2017
3.	Increase Positive Behavior	1.	Hire /contract enrichment staff, hire FES	01/01/2016	09/01/2016
		2.	Train staff/contractors in PBIS, management system	08/01/2016	07/13/2016
		3.	Weekly celebration of student behavior/attendance	09/08/2016	07/13/2017
		4.	50% attendance goal logged for high need students	09/06/2016	12/15/2016
		5.	Continuous improvement plan based on sem. report	12/15/2016	07/13/2017
4.	Improve grade promotion rates	1.	Hire and train tutors and academic liaison	08/01/2016	09/01/2016
		2.	Academic assistance and tutoring begins	09/06/2016	07/13/2017
		3.	High needs students log min. 1 hour/ week tutoring	09/06/2016	05/25/2016
		4.	50% attendance goal met for pull out tutoring	09/06/2016	12/15/2016
		5.	Continuous improvement plan based on sem. data	12/15/2016	07/13/2017
5.	Improve 4 year graduation rates	1.	Hire and train tutors and academic liaison	08/01/2016	09/01/2016
		2.	Academic assistance and tutoring begins	09/06/2016	07/13/2017
		3.	HS ACE staff collaborate to address grad. barriers	09/06/2016	05/25/2016
		4.	50% attendance goal met for high needs students	09/06/2016	12/15/2016
		5.	Continuous improvement plan based on sem. data	12/15/2016	07/13/2017

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 011902	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.

Elgin ISD undergoes a continual needs assessment process to inform our district and campus improvement plans. We use data (surveys, formative and summative assessments, parent feedback, and teacher/student input) to make adjustments to the improvement plans through our site based decision team meetings. From these decisions we determine what products or services we need to purchase to improve student performance. Our needs vary greatly and are individualized by campus to include professional development needs, curricular materials for intervention and enrichment purposes, socio-emotional learning materials, or whatever else is needed for the benefit of our school programs. Aside from the campus and district processes for needs assessment we hold district meetings to support campus level personnel in making informed decisions for student programming. District personnel help inform the master scheduling process, train and support campus instructional specialists and interventionists, and train and support campus administrators so they can better support their teachers and students. These meetings are ongoing and are tailored around the needs of the campuses we serve. For example, if data on district assessments is low in 3rd grade mathematics, we meet with district 3rd grade teachers, specialists, and administrators to support (through professional development) the skill that students are deficient in. This may include lesson planning with teachers, model teaching in their classrooms, or sharing hands-on activities and formative assessments that will help support the deficient skill. Overall, there is a high level of discourse and dialogue related to progress and performance of our teachers and learners to yield positive student academic outcomes.

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.

Elgin ISD is currently in the second year of implementation of the (STAR) project funded through the Innovative Approaches to Literacy Grant. Community partners are engaged in this literacy initiative which includes distribution of free books to children and families, extended library hours and family engagement and parent training events. In its first year is the Elementary and Secondary School Counseling Wraparound Project funded by the U. S. Department of Education. In addition, Elgin has just begun the planning phase of a Farm to School (F2S) Project in partnership with USDA.

Elgin ISD has established subject area and grade level collaboratives where teacher leaders along with curriculum specialists and district level staff meet monthly to conduct data digs, review student outcomes and develop and adjust instructional strategies to meet student needs. These leaders then take the information and resources back to their campuses to be reviewed in the campus professional learning communities (PLC) and be implemented in the classrooms. In addition, Elgin has strategic teams working at the district level with representation from campuses. These include an Early Literacy Task Force that works with and advises the STAR project to improve literacy efforts for students and families. All campuses implement PBIS with active teams that oversee implementation including the Olweus Bullying Prevention and Second Step Programs at the elementary and Restorative Discipline at the secondary levels. Elgin High School currently partners with Austin Community College to operate an Early College High School. In 2016, the first graduates from Elgin High School will achieve Associates Degrees upon graduation.

In order to assure alignment with day school programs and to maximize resources, the Elgin ACE will work diligently to integrate these programs into existing learning opportunities. This will result in opportunities at no cost to the ACE project such as counseling services, F2S field trips, extended library hours, parent literacy events, and community college services for families. All current community partners have been engaged and have pledged support to the ACE project.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 011902	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.	Survey Methods	1.	% of students believing the program has helped
		2.	% of teachers believing the program has helped students and the campus
		3.	% of parents who believe the program is beneficial
2.	Pre/Post Test with Control Group	1.	% change in GPA of students in program compared to control
		2.	% change in discipline referrals of students in program compared to control
		3.	% change in attendance of students in program compared to control
3.	Formative Assessment (Completed each 6-weeks)	1.	Actual attendance compared to projected attendance
		2.	Actual days of program operation compared to projected days
		3.	Actual hours of program operation compared to projected hours
4.	Key Informant Interviews (Once a term)	1.	Campus leadership believe the program is effective
		2.	Site Directors believe that program is effective and responsive to needs
		3.	Family Engagement Specialists believe the program is responsive.
5.	Focus Groups	1.	% of randomly selected students reporting positive connection to school.
		2.	% of randomly selected teachers reporting program is effective
		3.	% of randomly selected parents reporting program is effective

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

The Elgin ACE Program will utilize an External Evaluator to collect data on a continuous basis from each participating ACE Center. Data will be collected in a manner so that specific data elements can be disaggregated by tutor, student, grade, level of intervention, and fidelity of the intervention implementation. For example, the ACE Evaluation Plan will allow ACE staff to quickly and efficiently determine, by ACE Center, the following, including, but not limited to: (1) Percentage of highly-effective educators (tutors) hired by high-need campuses; (2) Percentage of highly-effective tutors hired by high-need campuses who tutor in high-need academic subject areas (e.g., reading, mathematics, science, foreign language, etc.); (3) Percentage of highly-effective tutors hired by high-need campuses who tutor in high-need areas (e.g., special education, language instruction, educational programs for limited English proficient students, etc.); (4) Percentage of highly-effective tutors hired by high-need campuses who tutor in high-need schools, disaggregated by school grade levels (K through 12th); (5) Percentage of highly-effective tutors who effectively utilize "strategic tutoring" techniques; (6) Percentage of students on track to achieve or exceed their academic performance goals; (7) Percentage of students on track to achieve or exceed their attendance goals; (8) Percentage of students on track to achieve or exceed their behavioral goals; (9) Percentage of students on track to achieve or exceed their grade promotion goals; and (10) Percentage of students on track to achieve or exceed their graduation trajectory goals.

The ACE methods of evaluation include the use of multiple objective performance measures, including: (a) individual student performance on the annual *State of Texas Assessment of Academic Readiness* assessments; (b) participation levels in activities (e.g., tutoring, enrichment, etc.); (c) discipline statistics on student dismissals, suspensions, fighting, and other referrals based on negative behaviors; (d) academic achievement on school issued report cards; (e) school connectedness measure [e.g., parent/guardian visits to the school, etc.]; (f) school attendance records; (g) number of students who are promoted to the next grade level; and (h) number of students who are "on track" (e.g., never failed a core academic class, always passed STAAR, etc.) as it relates to high school graduation. Each performance measure is clearly aligned with an intended ACE outcome. Importantly, both quantitative data (e.g., test scores, referrals, attendance, participation levels, etc.) and qualitative data (e.g., surveys, comments, focused feedback from students, parents, tutors, community, contractors, staff, etc.) are generated to allow for complete, comprehensive, and meaningful evaluations of the entire ACE Program.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 011902	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.

The Elgin ACE program proposes to fund expanded learning opportunities for students identified as most at risk at three elementary schools, one middle school and one high school. Activities will be supplemental to the school day, scheduled before school hours at the middle and high school, after school at all five centers and for six weeks during summer vacation. Learning activities will be closely aligned to school day curriculum but will supplement regular academic activities and curriculum by meeting students where they are and expanding concepts to engage students in learning experiences that provide a greater depth of understanding.

Elgin will provide bus transportation to the morning program at the middle and high school and home at the end of the afternoon schedule. Staff will sign students out and escort students to the appropriate bus. Parents who choose to pick up their students will be required to sign them out with center staff. Elgin ISD procedure for sign out during the school day will be followed during the ACE program. Students will not be released to parents or designees without proper identification. Designees must be authorized in advance by the parent on the student's enrollment form. Students who have permission to drive to Elgin High School will also be allowed to drive to and from center activities as long as all other enrollment procedures are followed, they have parent permission, and they follow ACE sign in and sign out procedures.

The Phoenix Alternative High School students will be the only students coming from a feeder school. Transportation will be arranged for these students upon request. Many of these students already drive to school so they will also be allowed to drive to the ACE center. They will be required to sign in and sign out in accordance with ACE procedures.

Summer transportation will be provided to and from centers for students who sign up for the service. Elgin transportation department will collaborate with ACE staff to maximize resources and share buses with the summer school program when possible. Grant funds will be used only for supplemental buses and routes needed exclusively for the ACE Centers.

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.

Upon notification of funding, Elgin ISD along with the Boys and Girls Club of Bastrop County will develop a press release to announce the project including center locations, start dates and where to seek further information. District leadership along with the Project Director will refer to the texasace21 website to select sample outreach materials and templates to assist with communicating and marketing the initiative.

Elgin ISD will provide information about each center on its district website as well as individual center information on each campus website where the center is located. District wide information calls will be scheduled on the district call-out system. Email notifications will be sent to all families and community members. All information will be provided in both English and Spanish.

Prior to the registration window, parents of students targeted for the program will be contacted to introduce the ACE Program and encourage them to enroll their student. Elgin ISD will use events scheduled in August and early September i.e.: dual language parent meetings, Pre-K round up, late registration, back to school night, to talk with parents and families about this opportunity. The Project Director and the Family Engagement Specialist along with Boys and Girls Club liaison and the two school district social workers will coordinate tables and presentations at these events to ensure a consistent message is projected to all.

The Community Advisory Council will be asked to participate in an awareness campaign to reach their organization or section of the community. In addition, current community partners like the Public Library, Advocacy Outreach, Elgin Pediatrics and the School Based Health Clinic will be given information to disseminate to their clients and participants.

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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.

Program goals and objectives will be achieved by providing evidence-based strategies, programs and activities. The ACE Blueprint for Cycle 9, with years of research and data in effective afterschool programs, served as a model for the Elgin ACE Program. Elgin ISD believes that the activities discussed below will directly impact overall student success. **Academic performance** will be achieved via a multi-tiered intervention system utilizing Strategic Tutoring Strategies. All students will be provided with homework assistance and study skills using current homework assignments. Targeted students will be provided with tutors who are subject matter experts; an Academic Liaison will help coordinate instruction between the students' campus teachers, tutors and parents. To **increase attendance**, the ACE Program will work with each student and their parents to develop an individual attendance plan. The ACE Site Coordinators will follow up with students and parents when a student misses more than two consecutive days of school and/or afterschool attendance. To help improve the **behavior** of ACE participants the ACE Program will utilize the nationally recognized *Positive Behavioral Interventions and Supports* (PBIS) program in which school district personnel have been trained. Positive behavior will be reinforced with weekly student recognition awards. Improving **promotion rates** will be achieved by offering enrichment activities and goal setting to motivate them to complete school. Students will have a voice in program offerings in the ACE Program thereby giving them ownership and instilling a sense of pride in themselves and their school. To improve **graduation rates** the ACE Program will provide academic and enrichment activities based on research, including student and parent interest inventories, and best practices. Secondary students will be given access to online credit recovery, college preparation, and career exploration opportunities. Increasing knowledge about the benefits of **college and career preparation** will be the focus of the ACE Program's graduation initiative. Further, the Family Engagement Specialist will work with each ACE Center to increase parental involvement which will contribute to improved academic achievement and student success. (Harvard Research Study, 2005)

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.

Elgin currently provides tutoring to students with **Title I and State Compensatory** funds. These services will continue and will be integrated into the Elgin ACE program at all centers. The provision of extended learning opportunities based on student needs, interest surveys and family and community input will not only increase the effectiveness of academic tutoring and support but will provide a strategy and structure for more individualized and responsive programs while increasing student engagement and attendance. The **Striving for Academic Readiness** for all (STAR) literacy initiative currently provides extended library hours along with parent events and training in Dialogic Reading and early literacy. Several community partners work with Elgin ISD to distribute free books in English and Spanish to families with young readers. Extended library hours will continue at all center sites and will be integrated into the after school schedule for the students. Families of student participants will be encouraged to visit the library and attend the literacy events. Books will be provided to children and families who attend. Literacy events will be coordinated with ACE family surveys and needs. Because this program has been in place for more than a year, many families have books in their homes. The Family Engagement specialist will coordinate a book exchange program where families can meet to share and exchange books. **The Wraparound Counseling Program** currently offers individual and small group counseling, parent training and support, preventative programs (Second Step and Olweus Bullying Prevention), staff training and social work services. The five counselors and 2 social workers will be available to support after school and summer ACE programs and assist with scheduling and planning prevention activities and family training. Counselors and social workers will also provide, with parent permission, information specific to individual student needs to assist with after school programming. Elgin operates **an Early College High School** and offers a **Career Center** and **AVID** curriculum which targets first generation college attendees. Leadership and college readiness activities will be aligned with day school and offered in the ACE centers. AVID tutors, funded locally, will be integrated into the ACE program. Based on student needs assessment, AVID strategies can also be integrated into the extended learning time. Elgin ACE centers will coordinate with Austin Community College, to provide parent and family community education opportunities.

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

Elgin ISD has identified critical needs through analysis of multiple data sources. Sources include Academic Excellence Indicator System (AEIS), TEA School Report Cards, PEIMS data, student discipline data, promotion and attendance data, U. S. Census Bureau data, Bastrop County Health Needs Assessment, family, student and staff surveys, and input from the Community Advisory Council. Proposed grant activities were chosen based on data from this multi-faceted needs assessment. High quality academic enrichment is a primary goal of the Elgin ACE Program. The evaluation measures addressed in the grant directly assess these strategies and will be analyzed monthly and quarterly to measure progress and to make necessary adjustments to ensure student academic growth.

EISD's proposed ACE Program activities are based upon proven principles of effectiveness with the benefit of 50 years of data of experience, resources, and tools from Boys and Girls Clubs of Texas. The Boys and Girls Clubs of Bastrop County have tailored their programs to meet the needs of students of similar demographics and have significant data on what works and what does not. This has produced a tried and true approach. Examples of academic programs provided by Boys and Girls Club with a significant positive resource base are Enhanced STEM/Club Tech, Brainstormer Literacy Intervention, I Heart Arts, and BE GREAT-Graduate dropout prevention.

Elgin ACE Program will promote healthy lifestyles, both physical and emotional, using programs such as the Coordinated Approach To Child Health (CATCH), with over 100 peer-reviewed studies to prove that it reduces childhood obesity. Other Programs that will be implemented are Passport to Manhood which addresses key areas of male development while promoting positive behaviors and values, and Skills Mastery and Resistance Training (S.M.A.R.T.), a nationally recognized program to help youth resist alcohol, tobacco, and drug use, as well as premature sexual activity. The ACE Blueprint for Cycle 9 was accessed as another source of research-based data for effective programs. This Blueprint suggests state, regional, and national networks and resources and strategies for identifying best practices.

The School Health Policies and Practices Study (SHPPS), from the Center for Disease Control and Prevention (CDC) measures health trends over a time period of 2000-2014. Examples of components measured include health education, physical education/activity, nutrition, health services, counseling, and psychological and social services. Elgin ISD reviewed the data from this study in detail and found that while there is an increased emphasis on wellness within the public schools, actual practices have not been consistent with the wellness approach. Public schools are spending less time on health related education in lieu of preparing students to meet the requirements of state accountability assessments. Therefore it became important to have a health/wellness strand and physical activity embedded in the ACE Program structure.

Elgin ISD has a set of documented policies and procedures for grant management, including data collection, and reporting which meet the standards of the new EDGAR. Upon receipt of the Texas 21st Century Grant this policy manual will be updated to include specific requirements for this grant. Grant activities are based on student needs and interests and are measurable. Data will be reported through TEA and the Texas 21st Century Student Tracking data system. Progress toward objectives will be monitored through on-going internal monitoring and review of program data. The Project Director and Site Coordinators will review data at a minimum of monthly with weekly review whenever possible, will conduct data review meetings with staff to discuss progress toward goals and objectives, and make appropriate program adjustments and action plans as needed. Progress toward objectives will be reviewed quarterly with the entire Texas 21st Century Advisory Council.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

To accomplish the ambitious goals and objectives of the Elgin ACE program and achieve all measures of effectiveness, Elgin has solicited and received commitments of participation from several key community partners. Our core partner, The Boys and Girls Club of Bastrop County under the management of the Boys and Girls Club of the Austin Area (BGCAA) is able to share almost 50 years of experience, resources and tools. BGCAA has participated in the district and community needs assessment process, has attended planning meetings with Elgin ISD staff and partners. Their program proposal and agreement included in this application is designed specifically to meet the identified needs of Elgin students and families. The comprehensive evidence-based programs offered by BGC are responsive to student, staff and community needs and include activities that enhance academic success, provide leadership, character development, career readiness, and opportunities for students to express and improve themselves in areas such as the Arts and STEM learning.

Faith-based partnerships, where local community churches have adopted schools, will provide valuable volunteers to the sites. These partners also offer resources for family engagement activities such as meals, supplies and assistance with preparation and clean up. Perhaps, most critical, they provide positive role models and mentors to establish positive adult relationships with youth participating in the ACE program.

Local nonprofit partners such as Texas Center for Local Foods and Sow Healthy Coalition provide nutrition education and fitness activities. Activities will include visiting local farmer educators. Be Strong, an evidence based pediatric wellness program, will provide a series of eight fun and active lessons designed to increase consumption of fresh fruits and vegetables and reduce childhood obesity.

Another local nonprofit, Advocacy Outreach, will provide family engagement activities, family advocacy, early literacy programs and ESL classes for parents and families.

Staff from Elgin ISD School Based Clinic, operated by Community Health Centers of South Central Texas, Inc. will provide specific health related services and training for students and families based on needs assessment (i.e.: Diabetes Education). Clinic staff, including Chief Executive Officer Henry Salas were involved in the community needs assessment and planning sessions for the ACE Project. Mr. Salas has also pledged to provide resource coordination for children and families such as physicians, nutritionists, WIC, and other specific health resources that arise based on individual needs.

The Sustainable Food Center of Austin has been working with the Elgin ISD Farm to School Project to develop educational field trips to local farms. Evan Driscoll, Farm Direct Projects Manager, has provided a field trip packet specifically designed to meet the needs of Elgin schools. This project has budget to fund 2-3 field trips for each Elgin ISD campus/center. This program will offer community based learning opportunities for students participating in the Elgin ACE after school centers.

The City of Elgin is an integral part of the community needs assessment and planning meetings. Ms. Amy Miller will represent the City on the Community Advisory Council. The City is committed to provide support, collaborate and share resources with the Elgin ACE Program.

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

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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.

Elgin ISD has identified needs through a comprehensive needs assessment. These needs fall under the five categories listed below. Available resources matching each need and program initiatives addressing needs are discussed below. Available district resources are consistent among all learning center sites.

Academic Performance

Certified teachers already employed by Elgin ISD will provide homework help and targeted intervention/tutoring as well as academic mentoring for students identified for grant services. District math and ELA specialists will work with the Project Director and Site Coordinators to assure that students receive individualized tutoring according to their needs and to assure that academic activities are aligned with TEKS. ACE students will have the advantage of services obtained through previous grants received by Elgin ISD such as extended library hours provided by the Innovative Approaches to Literacy Grant and counseling and social services provided through the Elementary and Secondary Counseling Grants. The district has embraced technology and has provided each secondary student with a personal IPad which will be very beneficial in implementing the academic part of the ACE Program. In addition, high school ACE students will have access to the credit recovery lab during ACE Program hours. Elementary students will have access to district technology through the computer labs at each elementary campus and the multiple classroom computers available for use. Wellness and fitness activities will correlate nicely with the new Elgin Farm to School initiative, already in place.

School Day Attendance

The ACE Site Coordinators and the ACE Family Engagement Specialist will work with district social workers and campus staff to identify barriers to attendance and to engage families and give them a voice and ownership of the campus centers. High interest enrichment activities will be provided that align with student needs and choices. Student, staff, and parent surveys were implemented during the grant planning process so that students and community would have voice in choosing activities, thereby increasing interest and attendance. Small group and individual counseling will be available to increase well-being and address individual issues impacting attendance. AVID strategies, already in place in the district, will help address youth advocacy and participation.

Positive Behavior

Elgin ISD currently uses PBIS, Positive Behavior Intervention and Support, as a discipline framework. The ACE Site Coordinators will work with campus PBIS teams to align behavioral strategies with those used during the school day for consistency. Second Step is used at the elementary sites and S.M.A.R.T. is used at secondary campuses. Training for ACE Program staff in these behavioral support strategies will be provided by Elgin ISD. Excellent behavior will be recognized at Awards Ceremonies throughout the year with families invited. Multiple family events and parent/child activities will be offered encouraging positive behavior. Small group counseling will be available to increase well-being and reduce referrals. It is believed that giving students choice /voice in activities offered will increase active participation thereby reducing discipline incidences.

Grade Promotion Rates

The Project Director and Site Coordinators will work with campus and district staff to target students who are most at risk of dropping out of school. Increased availability of academic help through the Elgin ACE Program will increase grade promotion rates. ACE Program strategies will emphasize student advocacy and goal setting. ACE Program activities promoting healthy lifestyles such as cooking, gardening, and exercise were chosen by a significant number of students and parents on the interest survey. Offering enrichment activities in healthy lifestyles will positively impact promotion and graduation rates and overall community well-being.

Graduation Rates

Site Coordinators will work with counselors, college/career center and campus principals to target and mentor at risk students. Community volunteers will also be available to serve as mentors. Youth leadership and AVID strategies will be implemented. Student interest surveys indicated high interest in college and career actives such as family career nights, college visits, scholarship and financial aid applications, etc. Elgin ISD employs a College and Career Counselor who will be available to work with ACE students. College and Career events will be held for students and their parents.

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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.

Elgin ISD has planned the proposed Elgin ACE Program using evidence-based best practices. Ed.gov's "What Works Clearinghouse" website was reviewed often and research studies cited on this website were consulted when considering programs to be offered in the after-school program. The Boys and Girls Clubs of Bastrop County will partner with Elgin ISD to implement the ACE Programs on the secondary campuses. Boys and Girls Clubs have 50 years of experience in programs for at risk youth. They have a significant data base of practices and resources that have proven effectiveness. Of special interest are programs that address drop-out prevention, credit accrual, and course completion. Examples of academic programs provided by Boys and Girls Club with a significant positive resource base are Enhanced STEM/Club Tech, Brainstormer Literacy Intervention, I Heart Arts, and BE GREAT-Graduate dropout prevention. Elgin High School currently uses the AVID program for youth development. This program has a broad research base and has been proven to be effective for youth development and keeping students motivated and in school. Strategies from the AVID curriculum will be implemented in the secondary ACE Programs. The Elgin ACE Program will promote healthy lifestyles, both physical and emotional, through the Coordinated Approach To Child Health (CATCH), which has over 100 peer-reviewed studies proving that it reduces childhood obesity. Other Programs to be implemented are Passport to Manhood, and Skills Mastery and Resistance Training (S.M.A.R.T.). Another major source of research-based information used in planning the Elgin ISD program is the ACE Blueprint for Cycle 9. This Blueprint uses state, regional, and national networks and resources and strategies for identifying best practices. Postsecondary and workforce preparation best practices were obtained through such reports as "Review Protocol For Studies of Interventions to Support the Transition to College," Version 3.1, from the "What Works Clearinghouse" website.
This review focuses on interventions for middle school, high school, and postsecondary students that aim to promote successful transitions into postsecondary education, with a primary focus on increasing postsecondary enrollment and retaining students in postsecondary institutions once enrolled. Of further interest is the fact that activities such as college visits, and completing scholarship and financial aid applications were chosen by a significant number of the students and parents on the secondary interest inventory used in planning this program.

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.

Elgin ACE centers will follow current school district procedures to be sure volunteers have clear criminal background checks, fingerprinting, and meet all district criteria and state guidelines to be eligible to volunteer with school age children. In addition the Elgin ACE Project Director and Site Directors will develop job descriptions for volunteer positions. Potential volunteers will go through an interview process to be sure that they are a good match and that their service assignment will provide mutual benefit to the program as well as to the volunteer. Volunteers will be provided orientation, will sign in and out, keep a log of hours worked and will be provided clear expectations and needed support to be successful in their placement. In addition, volunteers will be afforded the opportunity to participate in training and collaborative planning with ACE staff when appropriate.
Senior volunteers will be sought and recruited whenever possible. Recent research has documented multiple benefits of age friendly communities where seniors become a valuable resource and develop relationships with the youngest generation (Neal, DeLaTorre, 2106). Intergenerational school gardens and early literacy programs have documented health and learning benefits to the children and seniors involved. With increasing mobility and changing demographics many young people no longer have the opportunity to have a close relationship with their extended families and grandparents. Relationships established with senior volunteers can help bridge this gap.
Elgin elementary campuses currently have partnerships with local churches who have adopted them and provide quality volunteers to serve the schools. The Elgin ISD School Board supports community volunteers. The Elgin ACE program will also reach out to the Retired Teachers Association and the ACE Community Council to assist with recruiting quality volunteers.

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

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

Support from the Elgin ISD School Board is overwhelmingly positive and all have expressed a commitment to implement and sustain a program that will provide high quality extended learning opportunities to students. Elgin is limited in financial resources but rich in community support and commitment. The motto "One Town, One Team, One Family" not only applies to our competitive activities but to all academic endeavors and programs provided for our children. Partnerships with community agencies and nonprofits are well established. All entities are accustomed to working in tandem to maximize resources. Participation in the Elgin ACE program will be a "win-win" for all. Research based activities and best practices that are aligned with state and local objectives will not only yield positive outcomes for students but will provide a wealth of data to all partners. Marketing and communication of these positive outcomes along with the data behind them will enable Elgin community and government agencies to justify resources and support as they complete their strategic planning and future budget and resource allocation. In addition, local nonprofit partners such as the Boys and Girls Club and Texas Center for Sustainable Foods will be able to use the program outcomes and data to leverage resources and raise funds that would not otherwise be available to the school district.

Efforts by Elgin ISD and the Elgin ACE project toward sustainability during the first year will include:

- Begin dialogue immediately with partners and school district leadership so that all planning and implementation is done with sustainability in mind.
- Make sustainability efforts a standing agenda item at all Community Advisory Council meetings.
- Form a working resource development subcommittee of community stakeholders, one school board representative, and district staff that will respond to identified program needs and investigate and recommend additional funding resources.
- Build incremental increases annually for the Elgin ACE Program into the District budgeting process and District Strategic Plan.
- Provide data on student progress and program outcomes to all stakeholders. Communicate and market student benefit and positive community impact on a quarterly basis.
- Collaborate with The Boys and Girls Club and other nonprofit partners as they seek other funding sources for continuation of program services.
- Integrate with and expand upon available district resources and programs that are effective and evidence based to reduce cost of materials and teacher and staff resources.
- Match student and program needs during the planning and ongoing implementation process with the many curriculum and training resources available at no cost to school districts. Examples include materials and training from: Texas ACE on line, Department of State Health Services, Department of Education, and USDA.
- Invest professional development funds in a "trainer of trainers" model to build capacity to provide continued training at reduced cost.
- Develop parent to parent networks and programs to expand family and parent engagement activities with qualified volunteers.
- Complete a comprehensive review of summative data at the close of year one to prioritize services and programs and inform the budget process with the objective of meeting center and student needs as efficiently as possible.

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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.

An Elgin ACE Community Advisory Council has been formed that will be instrumental in gathering information, reviewing program performance, increasing program awareness within the community, providing continuous feedback, and planning for grant sustainability. Community partners were recruited according to their interest and buy-in to the Elgin ACE Program and specifically for their individual expertise and perspective in bringing community strengths to the table. A well-rounded Council was the goal, with members from the local business and government sectors, as well as representatives from the clergy, and those with leadership roles in the community and school district. It is anticipated that additional members will be added as the Elgin ACE Program is implemented. Preliminary planning meetings and communication between district personnel and Council members occurred frequently during the grant writing process. Drafts of the 21st Century Learning Centers Grant were made available to each Council member as the grant-writing process progressed. Council input was crucial in planning an ACE Program that met the needs of the community, as a whole, in addition to addressing the academic needs of EISD's most at risk students.

The Community Advisory Council will meet on a regularly scheduled basis with the Elgin ACE Project Director, Project Site Coordinators, Boys and Girls Club Leadership, and EISD administrative personnel to evaluate ACE Program effectiveness, ensure program fidelity, and to plan sustainability.

The entire Community Advisory Council met on March 23, 2016 at 6:00 pm to review the grant proposal and give final input before submission. Program agenda, minutes and sign-in sheets are available for review. Elgin ACE Program Community Advisory Council members are listed below.

Lauren Cannon – Local businesswoman and President of Elgin Education Foundation
Beth Waltersheidt – Local businesswoman and EISD Board Member
Sue Beckwith – Executive Director of Texas Center for Local Foods
Henry Salas – Chief Executive Officer, Elgin Family Health Clinic
Erica Gallardo Taft – Vice President of Program Services, Boys & Girls Clubs
Jessica Bega – Elgin City Council
Chad Tywater – Manager, Elgin HEB
Jason Huddleston – Pastor, Elgin First Baptist Church
Amy Miller – Community Development Director, City of Elgin
Bishop Mayes – Retired educator
Dr. Jodi Duron – Superintendent, Elgin ISD
Dr. Peter Perez – Deputy Superintendent of Administrative and Student Services, Elgin ISD
Ehrikka Hodge – Director of Special Education, Elgin ISD
Deb Mahone – Grant Project Director, Elgin ISD
Toni Rangel – School/Parent Liaison, Elgin ISD

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

Upon notice of award, the Project Director along with the Boys and Girls Club Liaison and the Family Engagement Specialist will begin program implementation training and planning taking advantage of MyTexasACE online learning platform and available technical assistance. In addition training and support will be provided by Elgin ISD leadership including the Grant Project Director and Business Office staff in grant compliance, oversight and fiscal management policies and procedures. Human Resources Department will assist with the recruiting/hiring process to obtain quality Site Directors and staff for all centers. Once hired, Site Directors will be provided training in program oversight, data collection and grant management. An individual needs assessment survey will be completed by all new staff to determine specific training needs and the results will inform initial training sessions as well as individually assigned on line learning through MyTexasACE, Elgin Eduphoria and other appropriate webinars that are provided in specific programs or areas of need (i.e.: PBIS, Olweus).

ACE staff will participate in district required training for new employees and will be afforded the opportunity to participate in specific district and campus staff development offered during the August academies that would facilitate alignment with and enhancement of student learning objectives.

Initially, Elgin ACE program implementation training will be designed and provided to the staff of all five centers by the Project Director and Boys and Girls Club leadership. Site Directors will then schedule time prior to program kick off to provide specific program training to their staff based on site specific implementation. Although site training and support will be provided based on the needs and specific programs offered at that site, a framework for training and support will be provided to each site to ensure consistent communication and implementation of project goals and objectives. This framework will include: Safety plan and procedures for students and staff, Student specific needs along with strategies to meet those needs, Alignment with day curriculum, activities and state standards, Communication of program and individual student needs, Data collection (qualitative and quantitative), and Collaborative planning.

Site Directors and the Family Engagement Specialist will act as a liaison to the campus staff and leadership and will attend campus staff meetings, RtI and individual parent/student conferences and team meetings whenever possible. Brief daily meetings will be held with all center staff prior to student sign in to debrief the previous day, to provide any needed information, and to set a positive tone for the day's activities. Formal staff meetings will take place at least once per week during the initial weeks of program implementation to ensure smooth start up and communicate expectations and student and campus needs. In keeping with the Elgin ISD model, collaboratives and training will be scheduled once per month to review data and program outcomes, to provide technical assistance and to give all staff involved an opportunity to communicate student needs. The academic liaison will provide updated student data and strategies to meet student needs. All community partners and providers of program services will be invited and included in monthly collaboratives. Site Directors will also set aside time in their calendar to "touch base" with individual staff on an as needed basis to check in and get individual feedback. Staff may sign up for time with the Site Director as needs arise but will be required to meet at least once per quarter.

The Project Director with input from Site Directors will publish a weekly newsletter which will highlight activities and positive outcomes, offer opportunities for family input and engagement, and provide a calendar of events for the ACE centers. The newsletter will go home with student participants at the end of each week and will be posted on district and campus websites. In addition, the Project Director, Family Engagement Specialist (and Site Directors when appropriate), will meet with the Community Advisory Council on at least a quarterly basis to report program outcomes, communicate specific needs and to get feedback from community stakeholders.

Finally, the Elgin ACE Project Director and Family Engagement Specialist will look to existing ACE sites to develop networking and share best practices and lessons learned. The Elgin ACE Project will also apply to participate in the Practitioner Network formed by TEA.

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

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TEA Program Requirement 3: Center Operation Requirements

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

Center Number: 1	Center Name: Elgin Elementary School		
9 digit campus ID#	011902102	Distance to Fiscal Agent (Miles)	0.5
Grade Levels to be served (PK-12)	K - 5		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	75

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: Booker T. Washington Elementary		
9 digit campus ID#	011902101	Distance to Fiscal Agent (Miles)	1.5 miles
Grade Levels to be served (PK-12)	K - 5		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	75

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: Neidig Elementary		
9 digit campus ID#	011902103	**Distance to Fiscal Agent (Miles)**	2.9 miles
Grade Levels to be served (PK-12)	K - 5		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	75

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: Elgin Middle School		
9 digit campus ID#	011902041	**Distance to Fiscal Agent (Miles)**	0.7 miles
Grade Levels to be served (PK-12)	6 - 8		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	125
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: Elgin High School		
9 digit campus ID#	011902001	Distance to Fiscal Agent (Miles)	1.9 miles
Grade Levels to be served (PK-12)	9 - 12		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
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	Phoenix High School			
9 digit Campus ID #	011902004			
District Name (if different)	Elgin ISD			
Distance to Center	1.9 miles			

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

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

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

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

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

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 011902	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 011902	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

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

Center Number: 9	Center Name:

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

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

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

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

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

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

Center Number: 10	Center Name:

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

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

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

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

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 011902	Amendment # (for amendments only):

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

All three Elgin ISD Elementary campuses are Title I Schoolwide campuses and are currently receiving Title I, Part A funds which are used to provide supplemental personnel, programs, and materials for academic intervention. State Compensatory Education funds are used primarily to provide academic intervention personnel, programs, and materials at non Title I campuses, to fund the Elgin Discipline Alternative Education Program and Non-Disciplinary Alternative High School, as well as summer school credit recovery and intervention. The ACE Program will enable us to enhance our current intervention programs by extending academic help for At-Risk students into the before and after school hours, It will also allow us to provide an array of motivational and enrichment opportunities to engage hard-to-reach students and keep them involved in school activities, thereby increasing self-esteem, positive social interaction, and contributing to our goals of increased academic performance, increased attendance, and promotion and completion rates

The Elgin ACE Program will target students who have been identified as "At Risk" according to the current 13 categories of the definition of the State of Texas At Risk criteria as outlined in TEC. Students who have multiple At Risk categories will be targeted first with the emphasis on students who have failed one or more sections of the STAAR/EOC exam, students who have been previously retained, students who are behind one or more grade levels in reading and/or math per benchmark testing, students who are English Language Learners, students who are Homeless, and students who are pregnant and/or parents, and students who are participants in counseling and/or social work support provided through the Elementary and Secondary School Counseling Grants received last year.

Campus RTI Teams will participate in identifying and prioritizing students for the ACE Program. The program will be offered to Tier I students first (those with multiple At Risk criteria) and then Tier II students (those with single At Risk criteria). It is anticipated that all slots will be filled by the targeted students. However, if slots are left open, they will be filled first by siblings of enrolled students. Any remaining open seats will be filled from a waiting list maintained by the campus Site Coordinator.

Students enrolled in the ACE Program will be retained by participation in new, high interest activities which are chosen with student input, giving students a "voice" in their program, thereby fostering pride and ownership in the program. Opportunities not offered elsewhere will be available to students who would not otherwise be exposed to advanced technology, field trips to exciting adjunct sites, intramural team competition, leadership training, and opportunities for community service. Elgin ISD has made vast strides in enhancing social emotional learning for At Risk students with activities provided through the Elementary and Secondary Counselor Grants funded by USDE. Therefore, it is a priority that the social emotional support is continued in the Ace Program by ensuring that all students connect with at least one adult staff member individually. Students at each campus will be included on the ACE Campus Advisory Committee, along with program staff and parents so that all stakeholders have input into ACE Programs and participate in program evaluation. ACE Programs will be rotated by semester, assuring that new and fresh enrichment activities are always available to "hook" and keep student interest high. Parents will be frequently updated through social media, newsletters, and phone calls. Community interest will be maintained by ACE Program activities being highlighted on the EISD website, as well as in local newspapers and other media. Elgin is a close-knit, family-oriented community. Community and parent buy-in is essential in keeping student motivation high, thereby assuring student retention in the ACE Program.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 011902	Amendment # (for amendments only):

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

The three elementary centers will operate after school M-TH from 2:45-6:00 pm. The middle and high school schedule will include 50 minute tutorial before school M-F and after school expanded learning with additional tutoring included for a total time of 2 hours and 15 minutes. This results in a total of 13 hours per week of extended learning time at all centers during the regular school year. The Summer Program will be operated for 6 weeks in the summer M-TH for 9 hours each day at the 3 elementary sites and middle school site. Elgin High school BGC summer program will be open from 10:30 to 5:30. Teens served in BGC current programs have provided input into the schedule. They do not like to get up early in the summer and attendance is typically low in early mornings. Survey input from Elgin student surveys confirms this sentiment. However, once students are enrolled in the After School ACE program at the high school, additional survey information will be gathered from participants and Elgin ACE will be open to adjustment of times based on student/parent information. In total this will provide 36 hours per week at the elementary centers and 28 hours per week at the high school center. The District Project Director will be a full time employee and will be allowed to flex their schedule based on ACE Program needs including family engagement activities, district and campus needs and community outreach efforts. The Site Directors inclusive of the two provided by the BGC at the middle and high school sites will be housed on the campus and will be full time employees. Their schedules will be flexibly designed and approved by the Project Director with priority given to the Elgin ACE schedule. Part time ACE staff will be scheduled by Site Directors but will arrive in time for set up and preparation for sign in. Staff will stay until students have departed maintaining a 1/16 adult student ratio at elementary centers and 1/20 ratio at middle and high school centers. Training and collaboration time will be built into all staff schedules.

Fridays will not be a part of the regular operating hours with the exception of morning tutorials at the middle school and high school. However, each center will be open for events on specific Fridays. This will allow for opportunities for families to visit and engage with their students and allow for make up hours when a school holiday falls on Monday or a bad weather day occurs.

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.

The Elgin ACE Program will follow established EISD safety guidelines. The ACE Project Director and all ACE Site Coordinators will participate in EISD safety training, utilizing required on-line training and safety staff development training. Project Site Coordinators will attend campus staff training sessions on emergency procedures including fire drills, severe weather, and lock-down/intruder procedures. All ACE Program employees and volunteers will be required to adhere to Elgin ISD human resource guidelines including clear criminal background checks, fingerprinting, and must meet all district criteria and state guidelines to be eligible to work with school age children. Potential volunteers will go through an interview process to be sure that they are a good match and that their service assignment will provide mutual benefit to the program as well as to the volunteer. Training in multi-tiered systems of behavioral support such as Positive Behavioral Intervention Support (PBIS) will be required for all ACE Program employees assuring that they are trained to handle student discipline issues, keeping students from harming themselves and others.

Parents or family members visiting the program will be required to sign in using the RAPTOR System at each campus. The ACE Site Coordinator will be trained to use this system. All sites will take student attendance at each session. Elementary students will be closely supervised by staff during transition periods. Secondary students will have an Activity Center offering organized games and productive activities supervised by ACE staff. This Activity Center will provide a place of transition for students before and after ACE Program sessions. All students must have an ACE pass to leave the classroom during an instructional session even for restroom breaks. This assures that no students wander the halls unsupervised.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 011902	Amendment # (for amendments only):

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

It is imperative that district teachers and administrators work hand in hand with the ACE Program Director and Site Coordinators to assure that all program activities align with the TEKS and support the school day curriculum. It is also imperative that district staff work with ACE Program staff to gather data on student progress, analyze data and make needed changes to benefit student success. ACE Program Site Coordinators and the Family Engagement Specialist will attend campus faculty and staff meetings, and RTI and team meetings so that they become an integral part of the campus staff building rapport and trust among all campus stakeholders. ACE Program specific staff meetings will occur weekly for monitoring and updates and monthly meetings will be held consistent with Elgin ISD practices, for training and to review data and outcomes. ACE Program staff will have ample opportunity to collaborate and benefit from district training and technical support.

EISD curriculum specialists will meet with Site Coordinators and staff on a regular basis to support instruction and to provide research-based and best practice ideas for Program staff. These academic specialists will also assure that ACE Program staff have access to the most current student academic data so that programs can appropriately target gaps in skills. High interest activities that will engage youth and keep them focused will be an integral part of the enrichment portion of the ACE Programs. These enrichment programs will be selected based upon interest inventories/surveys so that students and parents will have a "voice" in chosen activities. Students will remain engaged if they feel ownership of the program. Also, enrichment activities will be changed each semester, allowing new and fresh opportunities for all students.

In addition, the ACE Project Director will meet weekly with Site Directors and will publish a weekly newsletter highlighting activities and events, showcasing student achievements, and providing family engagement opportunities and an ACE Program calendar. The newsletter will be sent home weekly with students participating in the program and will also be posted on the campus website. This will be a valuable link between the Program and the community.

Local oversight will be provided by the Community Advisory Council on at least a quarterly basis to report program outcomes, communicate specific needs and to gather feedback from community stakeholders. Key Elgin ISD administrators will also be involved with the Community Advisory Council to maintain a fluid connection between the District and Community and to assure that all voices are heard.

The Elgin ACE Project Director and Family Engagement Specialist will look to existing ACE sites to develop networking and share best practices and lessons learned. The Elgin ACE Project will also apply to participate in the Practitioner Network formed by TEA. The Texas ACE Blueprint will continue to be used as a guideline for on-going program evaluation and improvement.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 011902	Amendment # (for amendments only):

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

The academic portion of the Elgin ACE Program is the most significant part and will focus on individual and small group intervention. ACE Program Academic Liaisons will work with classroom teachers and campus administrators to assure that students most at risk receive services individualized to their specific needs. Students will be identified through the Response To Intervention (RTI) campus committees using a tiered identification and intervention system.

Students who have been identified as "At Risk" according to the 13 categories of the definition of the State of Texas At Risk criteria as outlined in TEC will be targeted to participate in the Elgin ACE Program. Students who have multiple at risk categories will be given priority, with the emphasis on students who have failed one or more sections of the STAAR/EOC exam, students who have been previously retained, students who are behind one or more grade levels in reading and/or math per benchmark testing, students who are English Language Learners, students who are Homeless, and students who are pregnant and/or parents, and students who are participants in counseling and/or social work support provided through the Elementary and Secondary School Counseling Grants.

Campus RTI Teams will participate in identifying and prioritizing students for the ACE Program. The program will be offered to Tier I students first (those with multiple At The Elgin ACE Program Risk criteria) and then Tier II students (those with single At Risk criteria). It is anticipated that all slots will be filled by the targeted students. However, if slots are left open, they will be filled first by siblings of enrolled students. Any remaining open seats will be filled from a waiting list maintained by the campus Site Coordinator.

Intervention will be provided as follows:
Tier 1: All students will be provided with homework assistance via trained tutors using current homework assignments;
Tier 2: Students failing a class in a grading period will be provided with tutors who are subject matter experts; and
Tier 3: Students failing 2 or more classes in a grading period will be assigned an Academic Liaison who will help coordinate instruction between the students' campus teacher, tutor and parents.
Tier 2 and Tier 3 intervention will be provided in small groups or individually, before or after school, by certified teachers already employed by Elgin ISD with a background in that particular content area.

Tier 1 homework assistance groups will have a teacher/student ratio of 1 to 20 at the secondary level and 1 to 16 at the elementary level. Tier 2 academic help for students who are failing a class will be provided in small pull out groups with a teacher to student ratio of 1 to 4. Tutors will focus on one content area per day enabling us to provide intense remediation in small groups of 4 or 5. Tier 3 students who are assigned an academic liaison will receive skill specific individualized instruction. Students with disabilities under IDEA or Section 504 will have an IEP or 504 Accommodation Plan which will be made available to the assigned tutors so that accommodations can be provided which are consistent with those provided during the school day.

It is crucial that the ACE Project Director and Site Coordinators work directly with campus personnel and district level academic specialists to assure that student progress is closely monitored and intervention is adjusted according to student need.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement specialist will work closely with the Project Director and Site Directors from the beginning to promote the program and engage community and family participation. An ACE program handbook will be developed using the resources provided in the ACE blueprint. The FES will be available to attend campus events in order to meet families and provide the ACE handbook and other program information. Once enrollment is complete, the Family Engagement Specialist will gather survey information using the Family Engagement Survey template provided in the ACE blueprint to ensure family expectations, interests and needs are considered in planning engagement activities. In addition she will work with campus staff to gather specific student data and will make time on the calendar to participate in RtI meetings, team meetings and parent conferences when appropriate. FES will work with campus staff, particularly those familiar with at risk students and families, to gather information about types of parent training and events they believe are most needed at their site to enhance student learning and increase parent involvement. A Family Information/Resource Center will be developed at each campus where families and community members can access information about the ACE program as well as find resources about parenting, child development and local community resources available to them.

The FES along with the Site Coordinators will plan and organize a calendar of family events for each site. The FES will work with the Project Director to include this calendar of events along with other pertinent parent and family information in the weekly Elgin ACE newsletter.

The Family Engagement Specialist will also work closely with community partners to align their activities with school events and to assist them in developing a parent/ family component into activities they provide for students at the center. Finally, the Family Engagement Specialist will set a schedule of time when she will be available to parents and families at each site if they would like to conference by phone or set a face to face appointment to get support and provide input.

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.

It will be important for the Family Engagement Specialist to work with the Project Director and Site Coordinators from the beginning to review needs assessments and plan program activities and develop schedules. The FES will also work with classroom teachers to identify and serve students who are presenting academic and or social/emotional needs in the classroom. The Family Engagement Specialist will assist with recruitment and registration of targeted students. Family contacts will be made over the phone or in person with those families who do not respond or elect not to enroll their student in the program in order to provide support and assist with barriers if requested or needed. A common set up and design will be provided at each center for the Family Information Center along with a suggestion/input box. In addition, a Family Engagement link with access to ACE handbook and materials as well as an electronic version of the suggestion box will be provided on the district website and will be managed by the Family Engagement Specialist. The weekly ACE newsletter will include information from each site and will highlight different center accomplishments and events so the community can be informed and aware of programs being offered.

The Family Engagement Specialist will analyze family surveys and campus needs data from all centers and determine common needs and interests. Since Elgin is a small geographic area it will be plausible for some events to be collaborative with parents from all centers. Another advantage to holding specific events with multiple centers is that adult family members can interact with other adults who have children at different ages and developmental levels. This will help communicate the importance of continuous engagement in their child's education and activities even though the type of activities will change as they grow.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 011902	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.

Initial family engagement activities will be informed by parent, student and staff surveys collected during community meetings and planning for the Elgin ACE Project as well as information available from the student, district and community level needs assessments. Title I Parent Survey results will also be incorporated into the Family Engagement Plan. Extended library access will be provided one evening per week at every center. In addition literacy activities and special events will be held at least once per month at each library center during extended hours. These literacy activities will include parent training in Dialogic reading and early literacy at the three elementary centers. At the middle school and high school centers college and career planning will be offered along with FAFSA completion(at the high school) as well as parent training in using technology resources and accessing the parent portal to stay involved in student curriculum and activities at all centers. These activities will address reading and writing literacy across all age levels with career and college planning added at middle and high school levels. Elgin ISD is currently using the Partners In Print framework to recruit and train parent volunteers to provide training and support to other parents in the district. These parent volunteers will be built into the schedule for parent engagement activities at each center.

Each center will host a "Know Your School" event during the first term to kick off the ACE Programs. Families who attend will be provided critical information about their child's education, take a tour of the school, a virtual tour of the schools resources and curriculum and be given the opportunity to provide input regarding the school day program as well as the ACE program. To ensure a maximum number of families can attend, these will be held in the evenings with family meals and subsequent childcare provided by community partners and volunteers.

In addition to the academic and career readiness needs of the students, the Family Engagement Specialist will work with individual family members to connect them with educational opportunities. Austin Community College provides community education opportunities for adults along with college level courses. Advocacy Outreach provides adult literacy programs including ESL and GED as well as social services and legal advocacy services.

Enrichment activities will be provided to families. This will include programs in healthy lifestyles and prevention activities. Community Health Centers of South Central Texas, Texas Sustainable Foods and Elgin ISD Farm to School team will work with Elgin ACE Centers to provide these events. Elgin ISD has hosted a community health fair at Elgin High School for the past two years. The Family Engagement Specialist will work with district staff to include as many of the Elgin ACE families as possible in this annual event. Information from the Family Engagement Surveys and parent surveys will be incorporated into planning to provide relevant information that will attract the ACE families. Additional enrichment activities will be based on center needs and interests. Requests from the over 300 parents who responded to the specific ACE surveys completed during project planning include: dance, sewing, gardening, parenting (specifically adolescents), babysitting, healthy cooking and college application process. Community partners to provide dance, gardening, healthy cooking and college/career assistance are already on board. The Family Engagement Specialist and the Project Director will work to solicit community members and organizations that match with family interests and needs.

The Family Engagement Specialist will work with Elgin ISD social workers, parent liaison, migrant coordinator and homeless liaison to connect families in need of social services and/or economic assistance with available community resources. In addition, this team will work together to address barriers to family engagement and participation such as transportation or childcare.

Attendance data and participant surveys will be collected at every family activity and event; all individual contacts and services will be documented. The Family Engagement Specialist will work with the Project Director and independent evaluation team to analyze specific family engagement outcomes and ongoing needs. By March 1, 2017 the Family Engagement Specialist will develop recommendations and a strategic plan (to include the best time slots to accommodate families) for continued family engagement services. This information will be incorporated into Interim Discussion 2 and will be presented to the Community Advisory Council.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID 011902		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: 011902		Amendment number (for amendments only):		

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

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

Barrier: Gang-Related Activities

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 011902		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☒
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 011902	Amendment number (for amendments only):

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

Total Nonprofit Schools within Boundary

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

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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

Total Nonprofit Participants

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

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

Participant Consultation: Development and Design Phase Consultation Methods

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

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

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

☐ How children's needs will be identified

☐ What services will be offered

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

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

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

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

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

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

☐ Other (specify):

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

County-District Number or Vendor ID: 011902	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	