Texas Education Agency

Standard Application System (SAS)

a2016–2017 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	RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 28 PM 2:50 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Winters ISD	200904		
Vendor ID #	ESC Region #		DUNS #
75-6002796	15		045117314

Mailng address	City	State	ZIP Code
602 N Heights Street	Winters	TX	79567-

Primary Contact

First name	M.I.	Last name	Title
Bruce	W	Davis	Superintendent
Telephone #	Email address		FAX #
325-754-5574	bruce.davis@wintersisd.org		325-754-5374

Secondary Contact

First name	M.I.	Last name	Title
Rhonda		Neal	Business Manager
Telephone #	Email address		FAX #
325-754-5574	rhonda.neal@wintersisd.org		325-754-5374

Part 2: Certification and Incorporation

Authorized Official:

Bruce	M.I. Last name W Davis	Title Superintendent
Telephone #	Email address	FAX #
325-754-5574	bruce.davis@wintersisd.org	325-754-5374

Signature (blue ink preferred) Date signed

3/26/2016

Only the legally responsible party may sign this application.

701-16-102-047

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 200904	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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 200904	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
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	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.
X	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: 200904	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 200904	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	200904 Winters ISD	Bruce Davis	325-754-5574 bruce.davis@wintersisd.org	$651,280
Member Districts				
2.	041901 Bronte ISD	Tim Siler	325-473-2511 tim.siler@bronteisd.net	$302,380
3.	048903 Paint Rock ISD	Ron Cline	325-732-4314 ron.cline@paintrockisd.net	$209,340
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 200904			Amendment # (for amendments only):	
#	**County-District # and Name**	**Authorized Official Name and Signature**	**Telephone Number and Email Address**	**Funding Amount**
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	**$1,163,000**

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 200904	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 200904	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Progracm Exeutive Summary	
County-district number or vendor ID: 200904	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.

For this grant, Winters ISD (WISD), Bronte ISD (BISD), and Paint Rock ISD (PRISD), collectively known as the Winters Bronte PaintRock Community Centers Network (WBPCCN) will collaborate on cycle 9 of the 21st century community grant to provide before and after school programs that promote the individual school districts' needs as discovered through their needs assesments and as directed through the Texas ACE Blueprint.

WISD, BISD, and PRISD are three rural school districts within 30 miles of each other, seated in Runnels, Coke,and Concho counties respectively. In each of these communities, the schools make up the life of the community. All schools have been successful in many aspects of rural living but are very limited in their ability to offer children and parent activities. These communities have city pools, libraries, and unmanned community centers; therefore, the school is the central focus for most activities that involve students and family. There are no adult ESL or GED classes. With our rural environment and total population of 4,869, these 3 communities are very focused on student achievement and gaining community knowledge and support. Grants such as TIF, TIP Focus, and Erate have provided collaboration between the 3 in an effort to unite all the communities. All communities have been successful in leveraging past grant participation and funds for the benefit of all. Agriculture is a major source of livelihood, causing increased suffering in all communities due to drought conditions. Both Winters (Airmate) and Bronte (prison) have had major employers closing. There is a 30% poverty rate in the area. In Winters, 32% of citizens have of no high school degree and only 4% have graduate degrees. The median household income is $34,939 and the average is $42,903.

According to TEA 2014-15 TAPR campus reports, WISD has a total of 580 students with a 96.1% attendance rate, 74.4% economically disadvantaged, and 56.7% at risk; BISD has a total of 274 students with a 95.8% attendance rate, 47.8% economically disadvantaged, and 33.9% at risk; PRISD has a total of 178 students with a 95.2% attendance rate, 74.9 economically disadvantaged, and 52.1% at risk. WISD has consistently fallen below state pass rates for standardized tests from grades 3-10, specifically in the Hispanic and economically disadvantaged populations. WISD elementary school received a TAPR rating of Improvement Needed after the 2014-1015 school year; the junior high was rated Improvement Required after the 2013-2014 school year. Over the past several years, BISD and PRISD have experienced consistent decreases in pass rates for the same student populations and are in need of assistance to return to their previous levels of achievement. All 3 districts are determined to ensure that every student be college and/or career ready when they graduate.

WBPCCN will include 5 centers to serve all stakeholders: 3 in Winters, 1 in Bronte, and 1 in Paint Rock. The centers will offer early morning programs such as homework assistance; reading, math, and science centers; and supervised recreational activities. Each center will also offer after-school academic, interest-based, and character enrichment opportunities. Academic opportunities could include tutorials, project based learning opportunities, academically-based clubs, and adult ESL and GED programs. Interest-based activities will be designed to address student and family interests rather than academic areas, including photography, culinary arts, robotics, maintaining a healthy life style, and music. Character enrichment will include activities designed to address needs such as multicultural competence, integrity, work ethic, and collaboration. Additional partners include the Winters Public Library, Winters City Pool, Bronte Public Library, and Bronte City Pool. Parent learning centers will be offered in the evenings and Saturdays. The program will offer activities for 4 weeks during June and 2 weeks during August funded with 2017/2018 21st century grant If continuation approved. Bus transportation will be provided for all program-sponsored activities, and all activities will have strict, supervised sign in and sign out procedures. All activities will be advertised to stakeholders via school web sites and communication materials sent home with the students by school personnel.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 200904	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.	
Click and type here to enter response.	

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 200904	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	$453,150	$23,850	$477,000
Schedule #8	Professional and Contracted Services (6200)	6200	$166,250	$8,750	$175,000
Schedule #9	Supplies and Materials (6300)	6300	$205,200	$10,800	$216,000
Schedule #10	Other Operating Costs (6400)	6400	$156,750	$8,250	$165,000
Schedule #11	Capital Outlay (6600)	6600	$130,000	$	$130,000
	Consolidate Administrative Funds			X Yes ☐ No	
			Total direct costs:	$1,111,350	$51,650	$1,163,000
			Percentage% indirect costs (see note):	N/A	$	$
			Grand total of budgeted costs (add all entries in each column):	**$1,111,350**	**$51,650**	**$1,163,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$100,860	$9,182	$82,780

Administrative Cost Calculation

Enter the total grant amount requested:	$1,163,000
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:	$58,150

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: 200904 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director (required)	1		$46,750
5	Site coordinator (required)	5		$106,250
6	Family engagement specialist (required)	1		$34,000
7	Secretary/administrative assistant			$
8	Data entry clerk		1	$6,000
9	Grant accountant/bookkeeper			$
10	Evaluator/evaluation specialist	1		$3,000
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Title- Curriculum Specialist Grant Level		1	$8,000
20	Title- IT Specialist Grant Level		1	$5,000
21	Title- IT Support Specialist Center Level		3	$9,000
22			Subtotal employee costs:	$218,000

Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay	$
24	6119	Professional staff extra-duty pay	$178,000
25	6121	Support staff extra-duty pay	$48,000
26	6140	Employee benefits	$33,000
27	61XX	Tuition remission (IHEs only)	$
28		Subtotal substitute, extra-duty, benefits costs	$259,000
29		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	$477,000

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 200904 | 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	City Pools – Use of Winter's pool and Bronte's pool as student enrichment activities	$14,250
2	Life guard certification person(s) work w/students for certification	$9,500
3	Swim Lessons, Hire teacher	$7,200
4	Culinary/Etiquette/POS Skills Contract with restaurant owner to conduct classes	$9,500
5	Library assistant for city to assist students	$4,500
6	Positive Action Speakers/Parents/Students behavior improvement	$8,000
7	Why Try	$22,000
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$74,950
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$100,050
	(Sum of lines a, b, and c) Grand total	$175,000

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

For TEA Use Only

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

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 200904		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$216,000
	Grand total:	**$216,000**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 200904		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:	$165,000
	Grand total:	**$165,000**

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 200904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2	Laptop Computer	10	$900	$9,000
3	Printers	6	$600	$3600
4	Desktop Computer	4	$1200	$4800
5	E- Readers	100	$100	$5000
6	Projectors	2	$7000	$14,000
7	Microscopes for computer	40	$200	$8000
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	Zap		$3000	$3000
13	Voyager		$4000	$4000
14	Mad Mathematician - Bridges		$2000	$2000
15	Klass Astronomy		$3000	$3000
16	Game it		$1600	$16,000
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19	Star Lab		$22,000	$22,000
20	Telescope		$10,000	$10,000
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	**$109,400**

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: 200904 | 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: 643

Category	Number	Percentage	Category	Percentage
African American	5	1%	Attendance rate	95.7%
Hispanic	336	52%	Annual dropout rate (Gr 9-12)	0%
White	290	45%	Students taking the ACT and/or SAT	54.6%
Asian	2	1%	Average SAT score (number value, not a percentage)	1387
Economically disadvantaged	436	68%	Average ACT score (number value, not a percentage)	20.3
Limited English proficient (LEP)	22	3%	Students classified as "at risk" per Texas Education Code §29.081(d)	51%
Disciplinary placements	11	2%		

Comments

Numbers/percentages reflect average of all 3 districts.

Of the families living in poverty in the areas served by the program, 65% of the households are female head-of-household with no adult male in residence.

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

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	10	9%	Bachelor's degree	98	88%
White	98	88%	Master's degree	13	12%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	19	17%	Avg. salary, 1-5 years exp.	31,514	N/A
6-10 years exp.	17	15%	Avg. salary, 6-10 years exp.	38,269	N/A
11-20 years exp.	31	28%	Avg. salary, 11-20 years exp.	45,546	N/A
Over 20 years exp.	34	31%	Avg. salary, over 20 years exp.	47,764	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 200904												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	37	35	49	34	45	46	48	47	60	50	55	45	43	49	643
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	37	35	49	34	45	46	48	47	60	50	55	45	43	49	643

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 200904	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.

Administrators at the campus and district levels worked with Information Technology personnel to create multiple surveys to target all stakeholders: students, parents, businesses, and faculty. Surveys were available online or in print in both English and Spanish. The surveys included questions regarding willingness to participate, what gaps most need addressed, and proposed activities and opportunities. Campus Improvement Committees met, discussed, and recorded needs and activities as well. Data pertaining to state testing, student demographics, participation in extracurricular activities, and family engagement were collected, disaggregated, and re-aggragated.

Multiple needs were identified by every group of stakeholders. Some of the needs overlapped and could be addressed with the same resources. Ultimately, a list of needs was compiled on which no one need overlapped or was a part of another need on the list. Campus administrators then worked with their Campus Improvement Committees to prioritize the needs for their student bodies. Academic enrichment was the top priority for all stakeholders. The other identified needs were ranked according to the level of support expressed by stakeholders. Once a list of prioritized needs was compiled, they were compared to proposed activities to find matches in goals and objectives. Providing bus transportation has historically been necessary in all participating districts and was immediately factored into proposed activities to address the needs of working families.

To leverage community support and ongoing involvement, The Winters City Pool and Winters Public Library were approached about serving as adjunct centers. Both entities supported the proposed programs and volunteered time, energy, and space to the endeavor. The Community Action Council will include representatives from each entity.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 200904 | 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.	**Positive Gains in Student Academic Performance**	Before and after school tutorials would provide one-on-one, targeted instruction in all subjects. Provide individual tutorial software. Improve study and organizational skills to promote current educational opportunities. Identify need to improve STAAR scores: to develop student individual plan: and to promote STAAR success: to develop critical thinking skills. Provide Leadership opportunities.
2.	**Increased Parent Involvment in Education and Understand the need for student's daily attendance**	Offering parenting classes that encourage skills and importance of attending school consistently. Use PEIMS reports to track student attendance and the needs of family. Credit recovery will be available during the after school program. Provide programs that promote self esteem and self confidence that promote student success and attendance. Existing truancy procedures will be in place. Family Engagement Specialist will contact no shows.
3.	**Develop Positive Character Traits**	The program reinforces positive behaviors such as taking on leadership roles, volunteering to participate in and lead activities, developing a good work ethic and integrity, participating in activities beyond required academics, and volunteering as peer mentors. The program will accomplish this through continuous assessment of the activities and opportunities offered to ensure character trait development is fundamental in all program components. Promote character education (Why Try) that will encourage and foster good behavior.
4.	**Improve Promotion Rates**	Identify students in need using PIEMS and Eduphoria data to update student's eligibility for promotion. Use benchmark testing to identify areas of work that are needed and existing gaps. Use teacher comments to identify additional assistance. Set student goals to assess needs for intervention. Provide individual plans to assist students in specific areas of need. Encourage the need to develop better study skills.
5.	**Improve Graduation Rates**	Design and implement programs and activities that promote workforce awareness, college and career readiness, skills training, preparation for the workforce, and the assistance in the attainment of employment and/or funding for college. Use PEIMS data to identify at-risk students. Identify students after graduation possibilities. Offer opportunities to regain credits with distance learning. Pursue STEM opportunities to add meaning to education.

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Schedule #14—Management Plan

County-district number or vendor ID: 200904 | 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	Minimum Bachelor's degree in Education, business, or a related field; grant experience, preferably in an educational setting; mid-management certification; experience in supervision, evaluation, and management of personnel and resources
2.	Site Coordinator(s)	Minimum Associate's degree in Education, business, or related field; effective verbal and written communication skills; time management; proficient in data input and computer operations; knowledge of community resources
3.	Family Engagement Specialist	Minimum Associate's degree in Education, Psychology, or related field; effective verbal and written communication skills; available to work flexible hours, including nights and weekends; multicultural competence; knowledge of community support agencies and resources
4.	Program Evaluator	Knowledge of logic models as fundamental evaluation tools; minimum 10 years in grant administration and/or evaluation; effective verbal and written communication skills; multicultural competence; familiarity with Texas ACE Task Assessment
5.		

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.	**Increased Academic Performance**	1.	Annual Instructor Self-Review	09/06/2016	07/31/2017
		2.	Benchmark Testing	09/06/2016	07/31/2017
		3.	TAPR	09/06/2016	07/31/2017
		4.		09/06/2016	07/31/2017
		5.		09/06/2016	07/31/2017
2.	**School Day Attendance**	1.	Utilize Innovative Instructional Techniques	09/06/2016	07/31/2017
		2.	Quarterly Student, Parent, & Community Surveys	09/06/2016	07/31/2017
		3.	Attendance records	09/06/2016	07/31/2017
		4.		09/06/2016	07/31/2017
		5.		09/06/2016	07/31/2017
3.	**Positive Character**	1.	Annual Classroom Teacher Evaluations	09/06/2016	07/31/2017
		2.	Quarterly Student Surveys	09/06/2016	07/31/2017
		3.		09/06/2016	07/31/2017
		4.		09/06/2016	07/31/2017
		5.		09/06/2016	07/31/2017
4.	**Grade Promotion Rate**	1.	Quarterly Student Surveys	09/06/2016	07/31/2017
		2.	Promotion rates	09/06/2016	07/31/2017
		3.		09/06/2016	07/31/2017
		4.		09/06/2016	07/31/2017
		5.		09/06/2016	07/31/2017
5.	**Graduation Rate**	1.	Quarterly Community Surveys	09/06/2016	07/31/2017
		2.	Graduation Rates	09/06/2016	07/31/2017
		3.		09/06/2016	07/31/2017
		4.		09/06/2016	07/31/2017
		5.		09/06/2016	07/31/2017

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 200904	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.

The Project Director(PD)/Site Coordinator(SC) will complete quarterly reviews of the project's goals and outcomes framed by the ACE Performance Standards. Monitoring reports will include notes made during twice monthly site visits to each Center. The PD will work closely with each site, observings operations and coaching project staff and monitoring goal achievement.

The following will be completed as part of our standard continuous improvement process:

(a)Programming/activities at each center reviewed monthly by the PD and the SC and compared to assessments of student progress to identify areas needing improvement,

(b) Performance goals for regularly attending students will be evaluated every month by the PD and the SC and compared to attendance records and school achievement to identify needed supportive modifications,

(c) Data entry and security processes will be reviewed during annual ACE training,

(d) Staff performance evaluations will be completed by the PD on the 12 month anniversary of employment and annually thereafter and evaluation will include identified training needs over and above mandatory ACE training,

(e)Spending and progress toward budget will be evaluated by the PD and district fiscal staff every month.

All of above will be documented and results will be shared with TEA within stipulated timeframes.

The PD will also lead staff in completing the required annual ACE Prime Assessment that will ensure the ACE project is a high quality program and direct annual training and technical assistance from TEA implementing any TEA suggested performance improvement activities. Continuous coordination between ACE Program and each school principal and each school administration will ensure coordination of schools and centers. Making the parents a part of the ACE program is extremely important therefore we will use surveys, technology, and forums for parents to have an input. We will be using an unbiased evaluator.

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.

As part of the WBPCCN, our sustainability and commitment will begin with community wide student and family support programs. All stakeholders will be an integral part in planning for an enduring program. We will create lasting partnerships, funding streams, and sustainable programs. Our plan will be unique to our needs and resources. An important goal is always academic improvement. Using all data and evaluations to create a program that will last for the entire community. According to the Afterschool Allliance(2016), America After 3pm special report, 85% of parents in rural America with a child in afterschool are satisfied with the program. This creates overwhelming support among rural parents regarding funding for afterschool and summer learning. Offering continued academic support to improve acadenmic performance and also combining it wth enrichment activites achieve positive academic outcomes, according to Little, Wimer, and Weiss.

A collaboration of all stakeholders will: 1) determine the sustainability or growth outcome /target, 2)Determine the service model(s) to accomplish the outcome, 3)Determine the required resources needed, 4)Develop the theory of action to link resources to service models for our outcome, 5) Develop logic model to operationalize the theory of action as in the Blueprint..

Projects Directors and other Grantee Staff along with partners and administration will explore the many opportunites available for seeking out additional funding streams.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 200904 | Amendment # (for amendments only):

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

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	**Quantitative Data from project staff/daily in of data**	1.	Daily student summaries
		2.	Daily, weekly, monthly, yearly
		3.	
2.	**Quantitative analsysis of benchmarks and outcomes from project staff/evaluator**	1.	Student progress toward academic goals - Monthly
		2.	6 week grades
		3.	Participation growth rate
3.	**Quantitative analysis of student achievement, behavoior, individual needs by project staff / evaluator**	1.	Academic achievement (report cards)
		2.	Behavior markers
		3.	Monthly reports
4.	**Qualitative analysis of parent and student responses by Evaluator**	1.	Yearly survey to all involved
		2.	Participation Satisfaction Levels and Feedback
		3.	Program requests
5.	**Qualitative/Quantitative reporting by evaluator**	1.	Yearly evaluation report to TEA and project stakeholders
		2.	
		3.	

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 project evaluator will work closely with the Project Director(PD)/SiteCoordinators to ensure that all necessary data is being collected in a timely manner and will provide ongoing feedback. The evaultor will meet monthly with the project management staff to review assessments, benchmarks, and other identified markers that will be used in: continuous feedback for the project; assistance to the staff in making any program changes; use descriptive, qualitative and quantitative data for both formative and summative data analysis. A critical part of the evaluation will be assessment of the degree to which the various supportive measures and activities reach the individual groups that are designed to help. Assesments will be implemented with respect to their design with impotant changes occurring in the schools and classrooms during implementation (aligned to evaluation and research questions). Using just-in-time PD data identifiying important contextual conditions and factors influencing these patterns, will also be collected as the evaluation will inform the project and where adjustments are needed to improve the overall efficiency and impact of service. Data for evaluating the quality of services, impact of services, and exploring alternative methods of implementation will be collected through online surveys of clients, site visits and samples of methodology. Working with the management team, the evaluator will assist in providing clear focus and agreements on what is to be accomplished, what is the outcome-based measure and that they are in agreement with the needs and expectations of the district. Once the project is funded, a detailed data chart will be prepared for each outcome, working with and through the project team
Daily sign in sheets will be required for every program activity. Participation rates can be monitored and analyzed. Activity participation rates will serve as both formative and summative data sources. According to data, programs and activities can be adjusted as to discontinuation or increased supplies and personnel.
Program offerings and participation rates, as well as student-level achievement daa will be made abailable via schoo web pages, traditional communications, and social media pages as permissible by law.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 200904	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 centers will offer academic tutorials, Study Island, and/or ISTATION in the mornings before school. Core teachers, classroom aides, and/or peer tutors will be available to assist with the 4 core areas. These are not official, mandatory tutorials; they are meant to supplement the assistance already being offered by teachers. After school opportunities will include a choice of academic enrichment, character enrichment, or interest-based activities. If a student needs assistance for homework with Accelerated Reading, remedial reading, critical thinking skills, math fluency, or other academic areas, personnel will be available to help them. Students interested in character enrichment or interest-based activities, STEM, proposed activities include leadership training, organizational skills, multicultural learning, entrepreneur opportunities, geneology, parenting classes, swimming lessons in collaboration with city pools, photography, book clubs in collaboration with city libraries, and gardening. None of these activities is currently available through the schools or incorporated into other school functions. They supplement the schools' efforts to ensure college and/or career readiness for every student. Saturday activities will be hosted at least once per month, possibly more often based on participation and surveyed needs. Activities will target parents, families, and/or whole-community involvement. Proposed sessions include field days, life skills, study skills, kids' fairs, cultural festivals, job fairs, college fairs, and leadership training. The only activities that currently take place on weekends are UIL-sanctioned events such as athletics and UIL academics. Providing activities and opportunities such as those listed would futher encourage all stakeholders to take an active role in students' educational experiences. Evening adult literacy, ESL, and/or GED classes will be offered based on interest and pre-enrollment. No such classes are currently offered. In June, each center will offer 4 weeks of enrichment activities similar to or advancing those offered the rest of the year, including academic, character, and interest-based opportunities. These enrichment activities will supplement but not replace or supplant summer school instruction. In future years, each center will offer 2 weeks of academically-focused enrichment activities prior to the beginning of the school year in August. Currently, no such activities are available. Each system meets current state student transportation requirements and buses will take students home in the afternoons. Sign in and sign out procedures will be strictly enforced, addressing safety of participants.

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.

Information will be disseminated via district web pages and sent home in backpacks and weekly folders. All information will be made available in both English and Spanish. Included in the information will be the phone number for each center, appropriate contact personnel, and an area for stakeholder feedback. Any questions that were asked in a prior communication will be answered in the next communication. An article will be placed in local and area newspapers describing the community and student services being offered, times they are offered, and contact information for anyone interested. Local churches will be approached as a means of disseminating information and soliciting volunteers. District social media pages will be a source of information and means of maintaining an open dialogue with program participants and those interested in becoming participants. District contact specialists will make contact with all eligible students, notify them of eligibility, and ascertain their interest in participating. Parents and community members will be notified of and invited to attend group meetings, celebrations, and award ceremonies as deemed appropriate. An Open House will be held to introduce each Center to the community, parents, and students. Each adjunct site will have fliers with information about the centers. There will be parent and communtiry round table discussions about Centers and how to help their communities

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 200904	Amendment # (for amendments only):

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.

The proposed activites have been based on needs assessments conducted on each campus and student performance data. Academic interventions will be customized in correspondence to the verified needs of each school's students using STAAR Data, promotion information, graduation data. Academic needs will correspond to each student's need and each center's need. STEM activities that feature engaging project-based learning activities will be used to improve math and science skills. Academic interventions have been aligned with TEKS/STAAR. All schools need improvement in math and reading fluency.

A goal of parental support and education in assisting their child complete homework assignments will encourag student's academic growth. The time set aside for tutorials and homework assistance will also encourage improved academic achievement and foster an individual pride in successfully accomplishing a task that improves academic achievement. The Centers will encourage student's individual goals and assist the families in setting goals to help their student which in turn motivates families to set their own goals.

Enrichment activities will promote learning through fun and interesting activities that will help students explore their individual interests. Motivated participants will have increased academic achievement. Activities will be included in the Unit/lesson plans to engage, explore, explain, elaborate, and evaluate.

Summer school will be provided to help minimize loss of learning.

Student achievement is cyclical. Proposed activites would open doors to students who previously did not have access, transportation, financial or otherwise, to local services. Offering academic enrichment before and after school on a regular basis would improve students'acheivment levels. From individual improvement in achievement lead to imporved campus success. When campuses and students are academically successful, these feeling of achievement also apply to other area of life. Families and community members have a increased sense of belonging and importance in students' educational experiences. Thus leading to increased involvement in school and campus culture, feeding back into students'academic achievement and fueling an everimproving cycle of accomplishment.

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.

All 3 rural local education agencies are Title I, Title II, Title III schools. Federal Title funds have been managed and successfully used for such things as class-size reduction, professional development in core academic subject areas, small group instruction, extended learning opportunities, elementary reading specialist, mentors for new teachers, consutants, to enhance academic, career, and technical skills at secondary level, math and science teacher retention, and ESL as a second language program. Through Title funds we have acquired several programs and supplies such as, Discovery Ed, Impact, Springboard GT, Think it thru Math, STEM software and other supplies. As with any program there are always needs to continually update programs and supplies to have the most current and up to date equipment for academic success. LEA's have also had small rural school grants and special ed salaries from IDEA-B funds.

B.E.S.T. a local organization of parents helping the elementary campus enhance learning opportunities. The two public libraries offer WIFI and homework support as well as math and reading tutoring, along with summer reading programs, art exhibits for students and craft workshops thoughout the year.

Winters Annual Dovefest offers opportunities for student organizations to raise funds to support their programs. There is a Winters Area Foundation that offer scholarships and grant to support students and local organizations. An Atheletic Foundation is in the process of being set up to increase and support local health awareness and fitness. .

In addition, the 21st Century Connumity Learning Center grant will supplement and NOT supplant.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 200904	Amendment # (for amendments only):

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.

1)Activities will be planned using PEIMS and Eduphoria data every 3 and 6 week reporting period. This information is reliable and a trusted measure to determine progress and needs. Regular school staff and ACE program employees can suggest during meetings and evaluation a student's need, conduct behavior, and/or comments of parental involvement and needs. One-on-one contact of student and staff has proven to be beneficial in recognizing needs that scientific data cannot always identify. Prioty of enrichment activities will be based on the community needs assessment, but student/family opinion and choices will be considered. A focus group will be incorporated to help inventory what our participants want from our centers. While priority is given to students most in need, we will fill extra slots.
2)Our performance measures will follow those as designated in the Blueprint including the development and administration of surveys to collect information to make our program successful. In addition we will gather the information needed for behavior intervention. The PD and SCs conduct center and activity observations on a regular basis. When a strategy proves exceptional, it will be recognized and training offered to other centers. Effective instructional strategies will be shared for the programs to grow and perform at their optimum level. Year-end evaluations will help each center and the program overall to analyze their data and make needed adjustments and improvements. According to the Afterschool Alliance(2016) in the report on "The growing Importance of Afterschool in Rural Communities, the use of evidence based practices enhanced young people's personal and social skills. Four practices formed the acronym SAFE which stands for S – program staff used a sequenced step by step training approach; A-emphasized active forms of learning by practicing new skills; F-focused specific time and attention on skill development; E-Afterschool programs that follow Evidence-Based Practices are effective.
3)Data collection is vital for continuous assessment and local program evaluation. Data will be collected through TEA, PEIMS, and also through the CCLC-TX21st student tracking system. Grantee will collect and enter data on a weekly basis, with some items being entered daily. PD will review data on reports monthly ensure accuracy and timeliness. Data items collected will be: attendance, participant descriptive and demographic data, participant grades, state assessment results, discipline data, school day attendance, grade promotion, HS graduation, Extracurricular school activities, student needs assessment, program strategies, staff training, program self assessment, innovative instructional activities, activities, meetings and events. Data will be collected for all three terms-fall, spring, summer. PD and SCs will establish local processes that protect confidential student info and education records according to the Family Educational Rightsand Privacy Act (FERPA).

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

County-district number or vendor ID: 200904	Amendment # (for amendments only):

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.

WBPRCC is a partnership of 3 local education districts from three consecutive counties, Runnels County, Coke County, and Concho County all rural communities. Other partners include local cities of Winters, Bronte, and Paint Rock and their community governments along with various community organizations. The Winters Public Library, the Winters city pool and recreation area, and Bronte city pool are part of this partnership.

Winters Library has always support the local school in many areas. There are computers for students to use and books that are part of the Accelerated reading program. The WPL serves as a safe environment for Kids and will serve as an adjunct site hosting summer activities specifically designed for our young and teen readers. WPL will provide little down time in opportunities to learn and be successful learners.

Other partners, Winters City and Bronte City, will provide the pool/park for swimming lessons and recreational enrichment time for students and family. We will offer lifeguard certification which will provide trained personnel for the pool and the students an opportunity to develop work skills and work ethics.

Texas Extension Agency will expand their sewing program to include our students, assist in the gardening project by using the WISD community garden and kitchens to teach canning and/or preparation of fresh vegetables, and assist in hunter's education. A local restaurant will off restaurant experience with POS, restaurant prep, serving techniques, work ethics, work skills, correct table setting, and etiquette classes.

Two local foundations will work with students to help cultivate community support by letting students exhibit their enrichment activities and selling some of their products.

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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.

WBPCCN has many needs that stand out in all rural communities. Being rural means being smaller and offering less in the way of a community. All communities are interested in their children's success and want their children to be able to expand their knowledge to become a successful citizen in life.

According to www.geostat.org/data our communities only have 68% who have a high school degree compared to the state of 80%: Undergraduate Degree is 12% compared to state level of 33%: And last a Graduate Degree in our communities is 3% compared to the state of 9%. According to *America After 3Pm,* 45% of rural families say they want their children enrolled in a summer learning program and 70% agree that summer activities are import and want their child to maintain academic skills and learn new things are important.

During our needs assessment, data was aggregated and disaggregated looking at all three communities. The data showed that all three schools lag behind on the state testing in many areas. All 3 communities are 66% economically disadvantaged and 48% at risk. Hispanics lag behind the state in many areas also.

In our surveys 52% are interested in students staying after school for academic help and enrichment. 68% of the students could sometimes use help with their homework. Many were interested in enrichment activities like gardening, music interests, programs about the stars, STEM (science and math activities), how to create a business, having a book club, learning survival skills such as fishing, sewing, how to catch good water. Extending the learning into the real world is a skill needed in a rural community. Most want to see the Centers as communities that promote 21st cclc lifelong learning goals. All want to see the school build a system to increase methods of gaining non-taxed based revenues for programs. Most felt a safe place for our students to go before the start of the day, after school, weekends, and summers where they can learn is important. Several were interested in volunteering for the program if training was provided. All agreed the top academic assistance included academic skills, critical thinking skills and accelerated and remedial education activities. Top enrichment activities included school program fitness, character building, and community service. The top family family and parental support services were employment skills training, family couseling/supportive quidance and parent/family events and activities. The top wants for college and workforce readness activities were vocational training, college financial aid assistance and college admissions assistance. There was also a suggestion for drivers training course and study groups.

Our plans do include technology assistance for those at risk students in need of remedial assistance. Driver's training to age appropriate students who have completed 30 days or more as a ACE participant could be offered. We are encouraged about the number of families willing to become involved and hope to provided fun activities such as a field day for parents and students. Since fitness is a concern, the budget will reflect the purchase of programs that can be used for exercise and learning different sports. In addition the Youth Foundation Association will help with non UIL sporting event to encourage and prepare our youger student for competitive acitivities while getting fit. To create a community atmosphere and more motivational parental involvement, we are purchasing projectors with long throw lens for each community to use with parent and children motivation events and character building programs.

We want to provide a safe learning environment that creates successful students and successful adults. All centers will keep students busy while learning through an extended day in a safe environment.

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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.

Decisions regarding which activities to offer and when will be data driven. Analyzing students' academic data will factor into which academic programs to offer, as will students' and teachers' expressed needs and desires. Using individually acquired data based upon STAAR Testing and related benchmarks, we use a four step process: Emphasize active forms of learning by having youth practice new skills with focused specific time on skill development: evidenced based practices to promote social and emotional development in defining skills that students are to learn: association with significant improvements in self perceptions, positive social behaviors, and significant issues in grade reporting and attendance. A program should not only offer academic support to improve academics but will offer positive enrichment activities to produce positive outcomes, according to the HFRP Brief. We are going to maximizes afterschool hours to deter juvenile crime, sexual activity, and other risky behaviors. Time will be spent acquiring career skills, job certification, and other job related skills. STEM activities are planned based on STEM research. Centers will have programs that will create exciting and intrinsic motivation, including goal setting, health issues, problem-solving skills, self-esteem activities, and student clubs. A variety of enrichment activities to sustain student participation including, anti-bullying, computer games, cooking classes, creative arts, drivers-ed., and a variety of traditional recreational and fitness activities. Summer programs will offer two hours of academics for two hours of enrichment activities to motivate students' participation in the program. Character development will be included. The use of best practices, including research/evidence based practice to provide activities that complement and enhance academic performance, achievement, workforce preparation and positive youth development of the students will be used throughout our 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.

Volunteers are always encouraged and used for many things in schools. Seniors love to volunteer and be "grandparents" to our students. Some seniors travel and can bring unique experiences to life for students who have not traveled much. Many retired educators can offer their expertise in presenting something in a different way. There are many volunteers who have skills or talents and could share their knowledge with students. The Family Engagement Specialist will encourage our community families to volunteer their expertise. Training session for Volunteers will be scheduled. As required by the ACE program, all volunteers in the Ace Program will be fingerprinted and a criminal background check completed.

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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.**

WBPCCN will begin developing an Ace sustainability plan as soon as funding is awarded. The known strategies to be explored will be: 1) repurposing complatible components of Title 1 funding to support ACE continuation, and 2) full integration with the existing afterschool programming option(our foundation program). The PD will prepare during the 1st quarter of the project period, refine during the 2nd and 3rd quarters, and implement at the end of the 4th quarter a plan that ensures the critical resources on the ACE after September 2016. As with our current foundation programs, we learned to sustain those projects by serving less than our original numbers but serve those students in most need. In addition services or enrichment activities or "other" students could be offered those sessions for a small fee. We can also shorten the day and eliminate some of the summer program retaining only what is needed for academic and turtorial assistance.

All our stakeholders we have encouraged throughout the year will be part of the plan to sustain our program. "Buy in" is crucial to building, maintaining and funding the program after depletion of grant funds.

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TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The main tool for maintaining an open dialogue and positive relationship with the community will be surveys gathering feedback on past, current, and proposed activities. Surveys will be available online or in print, in both English and Spanish. Open meetings will be held at least quarterly, and all stakeholders will be welcome to attend.

In order to ensure that constant open communication is taking place, a community advisory council(CAC) will be created. The council will consist of members, such as WBPCCN teacher representatives, district administrators, an Economic Development representative, and others stakeholders with a vested interest. Members will all be voluntary. Advertising the council itself and the need for participants will be done via electronic communication, including school web pages and social media pages, as well as in print, including letters home in backpacks and sent vial the US Postal Service. In order to ensure equal access, community entities such as churches, grocery stores, and convenience stores will be approached with regard to posting information about the formation of, open positions on, and ongoing business of the council.

As with any program, success of the program is based on continuing education of all participants including community representatives. The council will gather and analyze data related to program strengths and weaknesses; participate in decisions regarding possible changes to, additions to, or deletions from the program; and ensure each community in the WBPCCN stays informed of program progress. The council will also participate in WBPCCN-wide efforts to develop stakeholder support of the program in such a way as to enable the program to continue in perpetuity. Long-term goals and objectives depend on community buy-in, not just that of the schools. The CAC will hold "round table" discussions throughout the year to review progress, generate ideas, and continue to plan for sustainability.

Council positions will be renewed annually. If more than the 7 stakeholders express an interest in being on the council, more positions will be made available not to exceed 9 total members. Participating organizations, or partners, in the program will include churches, historical preservation groups, service organizations, economic development boards, and local businesses. Churches are already an integral part of each WBPCCN community, offering youth and family activities on a limited basis. Historical preservation groups have expressed the desire to teach community members about the heritage of their town and believe our program offers them an opportunity to do so. Service organizations, such as Lion's Club, want to partner with the program to teach participants the importance of serving their community. Partnerships will also be formed with student organizations such as Girl Scouts, Boy Scouts, and the National Honor Society, allowing members to earn credit for their organization while teaching program participants life skills, study skills, and workforce skills.

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

A project director will work full-time to ensure that all components of the grant receive appropriate and comprehensive oversight. The PD will also be responsible for providing documentation related to the adherence of all program components to all grant requirements. The PD will also stay in contact with the Community Advisory Council so that data can be shared and evaluated by all concerned parties. Site coordinators will stay in constant contact with the program PD regarding participation documentation, feedback from participants and other stakeholders, and the needs of program participants and each site individually. Each site coordinator will maintain documentation related to their site's use of grant funds, participant and participation information, and stakeholder feedback. A Family Engagement Specialist will work with all site coordinators and the program coordinator to ensure that best practices are being followed regarding student, family, and community member participation in the program.

All program staff will be required to use district-provided emails for any program-related business, including sharing documentation, submitting requests for program initiation, adjustment, or deletion, and asking for other kinds of support. Each program staff member will also have and binder in which contact information for the program coordinator, site coordinators, and other pertinent personnel; job and activity-related goals, objectives, requirements, and responsibilities; an activity calendar; and other information as necessary.

Prior to beginning any new activity, all appropriate personnel will receive training in the goals, objectives, and requirements of the activity. At the conclusion of each activity, all appropriate personnel will be "debriefed" about the strengths and weaknesses of the activity. Each time an activity is initiated or altered, training will be provided to appropriate personnel. All training and debriefing will be documented and shared with the program coordinator. If a need for additional training is identified, the needed training will be provided at the first possible opportunity. The Family Engagement Specialist will also be available to all program staff for support related to interaction with participants.

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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: Winters Elementary ACE Center**		
9 digit campus ID#	**200904101**	**Distance to Fiscal Agent (Miles)**	**0**
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:	**45**

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: Winters Junior High ACE Center**		
9 digit campus ID#	**200904041**	**Distance to Fiscal Agent (Miles)**	**0**
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:	**82**
Number of Adults (parent/ legal guardians only) to be served:	**26**

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: Winters High School ACE Center**		
9 digit campus ID#	**200904001**	**Distance to Fiscal Agent (Miles)**	**0**
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:	**90**
Number of Adults (parent/ legal guardians only) to be served:	**27**

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: Bronte ACE Center**		
9 digit campus ID#	**041901**	**Distance to Fiscal Agent (Miles)**	**25**
Grade Levels to be served (PK-12)	**K-12**		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	**164**
Number of Adults (parent/ legal guardians only) to be served:	**54**

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:Paint Rock ACE Center**		
9 digit campus ID#	**048903**	**Distance to Fiscal Agent (Miles)**	35
Grade Levels to be served (PK-12)	**K-12**		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	**107**
Number of Adults (parent/ legal guardians only) to be served:	**35**

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

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

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

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

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

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

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

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

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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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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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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.

WBPCCN currently utilizes Title I, Title II, Title III, G-5, and IDEA funds to enhance student achievement and the overall educational program of its school through programs such as A-Z Learning, Think it Thru Math, Springboard GT, English as a Second Language, AR Reading, Study Island, Hot Math, and IStation. Funds are also used to purchase STAAR remediation software, recruit highly qualified core and special education teachers, and purchase supplies such as TI-84 Plus calculators and CTE supplies, including a welder and drills, Game: IT Curriculum, STEM software, and a website content management system.

The PD and SCs will coordinate program activities to enhance the efforts already in place. Before and after school tutorials will not replace the tutorial software currently in use or the tutorials required by classroom teachers; they will supplement these efforts to enhance student achievement, both academic and otherwise. The importance of both of the words in the phrase academic enrichment will be maintained. Academic activities will focus on students' school-based learning achievement with regard to state tests, district tests, campus tests, and regular classroom progress. Enrichment does not mean helping students discover hobbies; it will help prepare students for higher levels of complexity and rigor in regular classrooms and what is going to be expected of them in the workforce.

Adequate yearly progress for struggling students must be a coordinated effort of daily classroom instruction and program activities. To identify those students most in need of academic assistance, students' progress reports, test results, and information regarding at-risk status will be gathered and analyzed. The PD will work with the SCs and family engagement specialist to recruit students most in need of academic assistance in a way that maintains students' and families' confidentiality rights. Retaining those students in the program will be accomplished through small group and one-on-one instruction, ensuring the families of those students are involved in the program, and showing students' their positive academic progress on a regular basis.

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

County-district number or vendor ID: 200904	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.

Once the grant has been award a Project Director(PD) will be hired to begin in August 2016. From there other personnel will considered such as Site Coordinators and a family engagement specialist. The PD will have a 220 day full time contract. They will be based in Winters but spend time traveling to all sites. The family engagement specialist and SCs will have 217 day contracts. The family engagement specialist will be based in Winters, but travel to all sites. The SCs will be based at the appropriate sites and only travel as necessary only for their site activities or program meetings.
Once personnel has been established, all will begin working on scheduling and staffing for time slots and enrichments slots with administration of all three districts.
SCs are responsible for scheduling staff, data information, attendance and activities at their site.
Activities will be available 12 hours per week during the regular school year, divided between weekdays and weekends as activities dictate. During the summer, activities will be available 4 hours per day Monday through Thursday with 4 weeks in June and 2 weeks in August(funded with next years 21st Century grant continuation acceptance).

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 safety of all program participants and staff is of the utmost importance. Prior to service initiations, The PD and SC's will completethe TEA-recommended Safety Assessment. Conversations among sites will foster development and consistent application of safety policies and procedures. The PD will be responsible for the written Safety Plan that covers at a minimum emergency closings, responsibility for contacting fire department, a schedule and documentation for evacuation drills with students, procedures for injuries and illness, the administration and use of prescription and no prescription drugs and parental consent, labeling and storing of such drugs, stand precautions in handling blood and fluids, hand washing requirements, preservice training salfety plan for all employees, and a policy that protects students families, and staff from potentially dangerous visitors and the care needed. A basic safety measure will be sign in and sign out procedures for every site for every activity. As a participant enters an activity, s/he will be required to sign in. No one will be allowed to leave an activity until its conclusion without prior written notice from a guardian. At the conclusion of an activity, participants will only be released to an adult with guardian approval. Anyone picking up a participant will be required to show a photo ID, even if they are known to the participant. For students utilizing bus transportation after an activity, they will only be transported to a location approved by the guardian. Bus transportation will be used for the ACE program.

Emergency contact information for every participant and staff member will be collected and maintained. Each site will establish and practice emergency protocol, and emergency supplies will be provided and maintained by the program. Administration and the PD will establish disciplinary procedures to ensure that participants and staff alike are safe at all times.
All staff are required to have finger printing done and a criminal background check.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 200904	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.

A portion of grant funds will be used to retain a curriculum director. The curriculum director will be responsible for aligning classroom curriculum both during the school day and into program academic/enrichment activities. Before and after school academic/enrichment activities will be based on the current needs of participants as evidenced by student achievement data analysis and the homework, class notes, and requests participants bring to the core teachers and approved peer tutors who are program staff. As classroom instruction is based on mastery of the TEKS, helping student master the content and assignments they bring to program activities will inherently support mastery of the TEKS. All activities will be planned, aligned, and assessed based on their coordination with WBPCCN district and campus improvement plans. These improvement plans serve as a constant reminder of desired campus and student outcomes, as well as school vision. During the planning stage, research into best practices, needs-based assessment data, and student achievement data will be analyzed to find links between what students are most in need of and which activities would best meet those needs. The activities will be based on best practices such as project based learning, community learning strategies, and incorporation of multicultural and multimedia learning tools. When aligning activities, both vertical and horizontal alignment will be considered. The programs need to work together horizontally to comprehensively address participants' needs. They also need to be designed so that vertical alignment is possible, with increased rigor at each level. Ensuring horizontal and vertical alignment can be combined with ensuring activities at every level and at every site reflect desired campus and student outcomes. When activities are reviewed for strengths and weaknesses, improvement plans will again be factored in. The goal at every step in program development will be to fulfill WBPCCN's vision for student achievement, workforce preparation, and community involvement in students' educational experiences.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 200904	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.

Academic enrichment activities will be based on student achievement data. Overall student needs will be used to help determine which topics and content to focus on during such activities. Activities may include homework help, content review, test preparation, and study skills. The curriculum coordinator will work with the program director, site coordinators, and family engagement specialist, all maintaining confidentiality of all protected information, to ensure that program activities also meet the developmental needs of students.

All staffing activities will follow ACE program guidelines but for optimum instruction keeping a 22:1 or less student to staff ratio. Before and after school academic enrichment opportunities will provide a safe, structured environment that will help at-risk students feel like they are welcome and, more importantly, wanted. It is hard for classroom teachers to provide one-on-one instruction to every student on a regular basis, so some students may feel as though they are being ignored or getting "lost in the crowd." Core teachers and approved peer tutors will be available to provide supplemental instruction, primarily through small group or one-on-one situations. Teachers will be expected to continue to work with students who are at-risk of failing, and the teachers and peer tutors involved in program-based academic enrichment will remain in contact with classroom teachers to ensure continuity in instruction. At all sites and for all activities, staff to student ratios will not exceed state requirements and will be minimized at every opportunity. Whenever possible, small groups will be limited to 7-8 participants working with one staff member.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 200904	Amendment # (for amendments only):

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

The family engagement specialist(FES) will serve all program sites.The FES will be responsible for students' and their familie's active participation in activities that will encourage learning, improved academic achievement, and involvement in school activities.They will visit individual sites on a rotating basis, making exceptions as necessary. Their role will include ensuring that all program staff are aware of and trained on best practices regarding interaction with students of varying ages and developmental stages and needs, taking a lead in conflict resolution, and working with participants and their families on communication skills and positive relationships. The FES will also participate in activity design and development, providing input on how to get and keep families engaged in their children's education and opportunities for furthering their own abilities. They will be responsible for maintaining awareness of community and outside assistance programs and services and implementing this knowledge as needed. Other respondibilities will include, but nottlimited to, data collection, case management, activity planning, building connections, improved parenting skills, and maintemance of data

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

The family engagement specialist will keep the program director updated in writing, most likely via email, on at least a weekly basis, more often if necessary. The updates will include information pertinent to all sites involved in the program, making recommendations for program development, modification, and enhancement as appropriate. The family engagement specialist will meet with the program coordinator to ensure all necessary information is available and understandable.

The family engagement specialist will keep site coordinators updated in writing, most likely via email, on at least a monthly basis, more often if necessary. The updates will include information pertinent to only that site, as well as information on the overall needs and status of the program and any issues from one site that may impact activities at another site. At least quarterly, the family engagement specialist will meet with all site coordinators at the same time to ensure an open dialogue and program consistency.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 200904	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.

As discovered during the needs assessments that have already taken place, students would like more opportunities to participate in activities that involve diverse age groups, topics, and future-oriented skills. Families expressed the desire to understand their students' schoolwork in such a way that they can help with homework, support their students' extracurricular activities without having to drive to a larger city, and interact with their students in learning environments. Proposed family engagement activities include community fairs, field days, life and study skills classes, homework help classes, cultural festivals, job and college fairs, leadership training opportunities, and ESL and GED classes. These activities will be offered in the evenings on weekdays and and at least one weekend per month. Hosting such activities in the evenings and on weekends will enable working families to attend since they will take place after most such family members get home from work. Parents will be able to actively and meaningfully participate in their children's education by spending time with their students in a structured, learning-centered environment that is reflective of but more relaxed than the learning environment of a typical classroom. Parents with weak educational backgrounds will have to opportunity to further their own education via GED classes, providing them with an opportunity to set an example of perseverance and dedication for their own children. In the WBPCCN, the need for improved English communication skills is growing, concerning both students and parents. Including ESL courses in our program will support efforts and curriculum already in place for students while expanding the benefits of ESL instruction to include non-school age stakeholders.

Partnerships with city libraries, community centers, and businesses such as city pools will enable the WBPCCN to offer a wider variety of activities than otherwise possible. The family engagement specialist will work as a sort of liaison between the WBPCCN and its constituent communities to ensure that activities are appropriate for and meet the needs of those communities. In addition, organizations such as B.E.S.T. (elementary school parent group) and historic preservation groups will also be approached about forming partnerships. Another resource for providing family engagement activities is local churches. Second to the schools, the churches in the WBPCCN offer the largest access to students and their families. They would be ideal sources of suggestions for activities, places to host activities, and "neutral" environments in which families feel more at ease and willing to actively participate in program activities.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 200904 | 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: 200904	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: 200904		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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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 200904	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
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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County-District Number or Vendor ID: 200904		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	**Strategies for Lack of Support from Parents**	**Students**	**Teachers**	**Others**
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐
Barrier: Shortage of Qualified Personnel				
#	**Strategies for Shortage of Qualified Personnel**	**Students**	**Teachers**	**Others**
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐
Barrier: Lack of Knowledge Regarding Program Benefits				
#	**Strategies for Lack of Knowledge Regarding Program Benefits**	**Students**	**Teachers**	**Others**
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 200904		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	**Strategies for Lack of Knowledge Regarding Program Benefits**	**Students**	**Teachers**	**Others**
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
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: 200904 | 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: 200904	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☐ Public school	☐ Private nonprofit school	☐ Neutral site
☐ Other (specify):		

Designated Times

☐ Regular school day	☐ Before school day	☐ After school day
☐ Summer vacation	☐ Other (specify):	

Part 4: Selection Criteria/Activity Timeline

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

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

Select the one appropriate box below.

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

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

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

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