Texas Education Agency

Standard Application System (SAS)

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

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 28 PM 4: 52 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Communities In Schools Southeast Harris County	760242189		

Vendor ID #	ESC Region #		DUNS #
76-0242189	4		836950337

Mailing address		City	State	ZIP Code
1109 Fairmont Parkway		Pasadena	TX	77504

Primary Contact

First name	M.I.	Last name	Title
Debbie	A.	Hayes	Project Director

Telephone #	Email address	FAX #
979-849-0321 ext. 4	dhayes@cistxjv.org	

Secondary Contact

First name	M.I.	Last name	Title
Judy	K.	Courts	Chief Finacial Officer

Telephone #	Email address	FAX #
979-849-0321 ext. 1	jcourts@cistxjv.org	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kelly	L	Shea	Board of Directors - Chairperson
Telephone #	Email address		FAX #
281-732-9950	Klshea1@comcast.net		

Signature (blue ink preferred)　　　　Date signed

Kelly L Shea　　3/17/16

Only the legally responsible party may sign this application.

701-16-102-049

Schedule #1—General Information (cont.)

County-district number or vendor ID: 76-0242189	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): September 1	End date (MM/DD): August 31

Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☒	No: ☐

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 76-0242189	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 76-0242189	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 76-0242189	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.

Communities In Schools, Southeast Harris County, Inc. (CIS-ACE), a Community-Based-Organization (CBO), 501(c)3 non-profit administered by the Texas Education Agency (TEA) has successfully administered (54) 21st Century Community Learning Centers – Afterschool Centers on Education (ACE) throughout Cycles 3, 4, 5, 6, 7 and 8. Currently CIS is managing 10 Afterschool Centers on Education (CIS-ACE), serving 1,341 at-risk students in five school districts. CIS-ACE is proposing to implement highly effective programs that will serve a minimum of 1,000 at-risk students and their adult family members at 10 schools in Galena Park, Pearland, Alvin, Columbia-Brazoria and Brazosport ISDs, through partnerships with five LEAs, a CBO and multiple collaborating agencies. The project exhibits optimal diversity with school districts in urban, suburban and rural areas. The targeted schools are located in districts comprised of high-poverty and large minority populations in need of increased equity and excellence.

The proposed CIS-ACE centers were determined based on gaps identified through a comprehensive needs assessment that includes data from the 2015 Harris County Community Plan (HCCP), the 2015 Brazoria County Community Plan (BCCP), district evaluations, Texas Academic Performance Review (TAPR), Campus Improvement Plans, principal surveys and community focus groups. The HCCP and BCCP identify a very high priority need to increase the number of structured out-of-school time and summer programs available to students at greatest risk of academic failure or dropping out of school. The HCCP states, "Needed are more programs to provide services such as...afterschool and summer programs, mentoring and volunteer programs, violence prevention programs, literacy and learning disabilities services, remedial tutoring for youth performing below grade level, out-of-school and dropout programs...and parent skill building and parent support groups."

The BCCP identifies the need for "places for youth to go during the times juveniles typically engage in risky behaviors...The time when juvenile crime rate is at its worst is between 3 - 7 PM during the school year." The BCCP states, "Other out-of-school time services offered in our communities...are relatively far from the proposed CIS-ACE centers and do not offer transportation to their facilities or to the students' homes. Additionally, the fee based programs available to families in...Brazoria County are primarily focused on recreation and provide little or no academic enrichment nor family engagement activities that provide educational development opportunities." The BCCP says, "It is also clear that a continued focus on the needs of these children is essential – for the development and safety of children and young adolescents, for the peace of mind and stable employment of their parents, and for the well-being of our communities."

In addition to the needs identified by the community plans, a review of comprehensive data revealed a significant need for academic assistance. According to combined TEA 2015 TAPR reports for the schools selected to participate, 63.5% of students are economically disadvantaged and 72.6% are minority, many of whom are identified as Limited English Proficiency. Each school is eligible for schoolwide interventions under Title 1, Section 1114 and selected to participate due to its high need for improvement in Satisfactory Academic Progress (SAP). An average of 39% students at the combined sites are identified as being at-risk of failing the reading STAAR test in the 2015-16 school year. At the targeted schools an average of 55% of the student populations are designated At Risk under TEA Code Section 29.081; 23.2% of the students are identified as ELL; and 8% of the students are classified as special education.

Based on the comprehensive Community Needs Assessments and the individual Campus Needs Assessments, the Community Advisory Council (CAC), comprised of community members from business, education, non-profit, and faith-based sectors, identified seven significant areas of need which align with the ACE purpose and goals:
- Improve academic performance – provide opportunities for small group tutoring, homework assistance and exposure to innovative evidence-based curricula
- Improve positive behavior – provide positive youth development activities such as character education, anti-bullying, social-emotional learning, team building, conflict resolution, and drug and alcohol prevention programs that aim to reduce disruptive and problematic behavior
- Improve school day attendance – increase school bonding, engaging enrichment activities, and a strong relationship with a caring adult

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 76-0242189	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.

- Improve access to out-of-school time services – provide site-to-home transportation, and provide services at times convenient for working families
- Increase family engagement - provide opportunities for adult literacy and related educational services to support parental involvement, foster school bonding, and increase family literacy
- Improve promotion rates – provide project-based learning, engaging academic enrichment, and connecting learning to real life experiences
- Increase postsecondary and career readiness - provide activities exploring various careers and higher education opportunities to increase graduation rates

The proposed CIS-ACE project will include 10 centers that operate for a minimum of 2 1/2 hours a day, 5 days a week, to accommodate working family schedules. The program will be provided for 31 weeks during the school year, exceeding the grant requirement of 29 weeks, and a 6-week summer program operating 4 days per week, a minimum of 4 hours per day. CIS-ACE will implement research and evidence-based learning opportunities aligned with school day curriculum and focused on core subjects that result in increased academic performance. Involvement in enrichment, postsecondary and career readiness, and family engagement activities provided by this program within a safe and structured environment will also greatly reduce the risk of youth delinquency resulting from excessive idle and unsupervised afterschool time. As part of the comprehensive CIS-ACE case management process, each identified student will have a personalized learner plan developed that will evolve with the students' personal educational goals. Students who attend more than 45 days are considered a "regular" participant and are more likely to be academically successful. Of the 2,428 "regular" students in the 2014-15 school year, more than 70% of CIS-ACE students attended more than 60 days of program, more than 60% attended at least 90 days, and 28% attended more than 150 days of ACE program.

With the ultimate goals of helping students meet state and local academic achievement standards and to help students graduate ready for college and the workforce, CIS-ACE has committed to achieving the TEA Milestones on this project that include innovative instructional techniques for academic and enrichment activities, providing adult advocates, conducting continuous student assessment, and providing high quality professional staff development. The achievement of milestones and goals for this project will be determined through ongoing monitoring and evaluation by an independent and objective evaluator.

New and expanded services provided to the students and adult family members at the proposed centers will include a wide range of interactive activities based around thematic units, STEM curricula and blended learning concepts. The planned programs will offer students a broad array of innovative and hands-on activities which may include but are not limited to MakerSpace Clubs, 3D engineering, culinary arts, robotics, mentoring, digital literacy, fine arts, health and wellness, small group tutoring and physical education. Adult family member services will include adult literacy, ESL, computer literacy, parenting classes, financial literacy, nutrition and healthy living. CIS-ACE has established relationships with a diverse collection of community partners that will continue to co-facilitate activities such as 3D printing, adult education, college and career awareness, engineering, and nutrition.

To ensure consistent, high-quality implementation, the proposed project will be managed by the CIS-ACE Project Director and the CIS Executive Director who each have over 11 years of experience successfully administering Cycles 3, 4, 5, 6, 7 and 8 ACE grants. CIS-ACE has always met 100% of all TEA and federal reporting deadlines and has exceeded all grant goals while serving more than 27,000 students across seven school districts. All fiscal/budgetary aspects of the program including enhanced internal controls, grant reimbursements, payroll and reporting will be administered by the CIS Chief Financial Officer who has achieved consistent "findings free" OMB A-133 and Texas Single Audits.

The CIS management team carefully reviewed each federal statutory and TEA requirement and addressed them through detailed responses in each narrative section. Beyond ACE funding, CIS will continue to operate out-of-school time services at the proposed centers through leveraging of multiple funding streams to include CIS grants, United Way contributions, foundation grants, ISD matching funds and in-kind services along with federal, state and county grants.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 76-0242189	Amendment # (for amendments only):

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

Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$1,403,265	$20,700	$1,423,965
Schedule #8	Professional and Contracted Services (6200)	6200	$132,000	$15,000	$147,000
Schedule #9	Supplies and Materials (6300)	6300	$149,035	$	$149,035
Schedule #10	Other Operating Costs (6400)	6400	$80,000	$	$80,000
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes **X** No	
	Total direct costs:		$1,764,300	$35,700	$1,800,000
	Percentage0 % indirect costs (see note):		N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		**$1,764,300**	**$35,700**	**$1,800,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$	$	$

Administrative Cost Calculation

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

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 76-0242189			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	Program Instructional Staff		1	$20,000
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director (required)	1		$65,000
5	Site coordinator (required)	10		$482,000
6	Family engagement specialist (required)	1		$58,000
7	Site Support Staff	1		$46,000
8	Activity Coordinator	50		$595,000
9	Grant accountant/bookkeeper (Admin)		2	$18,000
10	Evaluator/evaluation specialist			$
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Title			$
20	Title			$
21	Title			$
22		Subtotal employee costs:		$1,284,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$
24	6119	Professional staff extra-duty pay		$
25	6121	Support staff extra-duty pay		$
26	6140	Employee benefits (including $2,700 admin)		$139,965
27	61XX	Tuition remission (IHEs only)		$
28		Subtotal substitute, extra-duty, benefits costs		$139,965
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$1,423,965

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: 76-0242189	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: Office rental for Project Director, Family Engagement Sp. And Site Support Staff - $1,500 per month x 12 months = $18,000	$18,000
	a. **Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$18,000**

Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	External Evaluator (Admin)	$15,000
2	Certified Teachers (1 per site – 10 Total)	$30,000
3	Expert Facilitators (2 per site)	$35,000
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	b. **Subtotal of professional and contracted services:**	$80,000
	c. **Remaining 6200—Professional and contracted services that do not require specific approval:**	$49,000
	(Sum of lines a, b, and c) Grand total	$147,000

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 76-0242189	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$149,035
	Grand total:	**$149,035**

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: 76-0242189	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:		$80,000
Grand total:		**$80,000**

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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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule #11—Capital Outlay (6600)**			
	County-District Number or Vendor ID: 76-0242189		Amendment number (for amendments only):	
**6669—Library Books and Media (capitalized and controlled by library)**			
1		N/A	N/A	$
**66XX—Computing Devices, capitalized**			
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
**66XX—Software, capitalized**			
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
**66XX—Equipment, furniture, or vehicles**			
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
**66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**			
29				$
	**Grand total:**			$

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: 76-0242189	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:			8,108	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	1,155	14%	Attendance rate	96.8%
Hispanic	4,542	56%	Annual dropout rate (Gr 9-12)	N/A*
White	2,044	25%	Students taking the ACT and/or SAT	N/A*
Asian	164	2%	Average SAT score (number value, not a percentage)	N/A*
Economically disadvantaged	5,127	63%	Average ACT score (number value, not a percentage)	N/A*
2,044	2,044	25%	Students classified as "at risk" per Texas Education Code §29.081(d)	49.6%
Disciplinary placements	2,100	25.9%		

Comments

    *This project will only serve students in grades 2-8

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

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	49	9.9%	No degree	0	0%
Hispanic	133	27%	Bachelor's degree	388	79%
White	294	59.7%	Master's degree	102	21%
Asian	8	2%	Doctorate	1	.2%
1-5 years exp.	141	29%	Avg. salary, 1-5 years exp.	$49,997	N/A
6-10 years exp.	139	28%	Avg. salary, 6-10 years exp.	$51,121	N/A
11-20 years exp.	126	26%	Avg. salary, 11-20 years exp.	$52,886	N/A
Over 20 years exp.	45	9%	Avg. salary, over 20 years exp.	$60,089	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 76-0242189								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				183	184	194	153	56	115	115					1,000
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:				183	184	194	153	56	115	115					1,000

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Schedule #13—Needs Assessment

County-district number or vendor ID: 76-0242189	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.

CIS-ACE has an established needs assessment process, undertaken in compliance with Statutory Requirement 7, which has effectively assessed identified gaps and resources. This comprehensive process includes a review of data from the county and community plans, district evaluations, and campus data. For this project, CIS-ACE has reviewed specific data from the 2015 Harris County Community Plan (HCCP), 2015 Brazoria County Community Plan (BCCP), the Texas Academic Performance Review (TAPR), and Campus Improvement Plans. Four focus groups consisting of parents and community members, from the represented LEA service areas were conducted to garner information directly from adult members of working families. The HCCP and BCCP identify a high priority need to increase the number of structured afterschool and summer programs available to students at greatest risk of academic failure or dropping out of school.

Participants in the development of the HCCP include more than 200 representatives from local municipalities, juvenile justice departments, school districts, law enforcement, county agencies, hospitals, health and human service agencies, Houston Mayor's Anti-Gang Office, and non-profit agencies. Community problems identified in the HCCP include "(lack of) Primary Prevention for Juvenile Justice, Juvenile Justice Issues, Crime Victim Issues, and Targeted Criminal Activity: Drugs, Gangs, and Violent Offenders...Economic slumps, business downsizing, and reduction in federal budgets have translated into hardships for the community, schools and families."

A primary objective of the HCCP is "providing services to low and moderate income youth...for the purpose of enriching, protecting, and improving quality of life. These youth services include afterschool programs, sports and recreational programs, self-esteem building, drug and alcohol education, and job and career awareness." All of these statements indicate needs that the ACE program can meet including a tremendous need to provide OST programs for working families.

Participants in the BCCP development include 65 representatives from juvenile justice, local law enforcement, TEA, local ISDs, mental health coordinators, and United Way agencies. Statistics from their report and school district evaluations reveal an enormous growth in public school enrollment to 66,226 in Brazoria County (an increase of 4,000 students since 2012) which includes 15,520 students identified as at-risk.

The BCCP identifies, "a need to create fun, safe places for youth to go during the times juveniles typically engage in risky behaviors...a significant majority of children care for themselves or are with a sibling younger than age 13 during their out-of-school (OST) hours." The BBCP identifies needs for more intervention/prevention programs including out-of-school time programs. Community networking and accessing resources is a strength of CIS and directly affects the likelihood of success for youth participating in the CIS-ACE programs.

The Community Advisory Council (CAC) analyzed and synthesized data collected from the needs assessment process. The districts and campuses most in need of ACE services and activities were determined by the CAC review of data from various school districts, campus specific data from the Texas Academic Progress Report (TAPR) and individual campus improvement plans. For example, the schools selected in Galena Park ISD have an estimated 85% students living in high poverty, 94% of the students are classified as minority and 69% of the students are classified as At-Risk. The school selected in Brazosport ISD have an estimated 78% students living in high poverty, 83% of the students are classified as minority and 75% of the students are classified as At-Risk.

The highest needs identified are: opportunities for academic enrichment, positive youth development including social-emotional learning in order to improve positive behavior, improved attendance rates, increased available OST services, active family engagement, increased promotion rates, and increased postsecondary and career readiness. CIS-ACE will implement research and evidence-based learning opportunities aligned with school day curriculum and focused on core subjects resulting in increased academic performance. Involvement in enrichment, postsecondary and career readiness and family engagement activities provided by this program within a safe and structured environment will also greatly reduce the risk of youth delinquency resulting from excessive idle and unsupervised after school time. Where needed, transportation from CIS-ACE programs will be provided increasing the likelihood of students being able to attend the program as well as meeting the needs of working parents.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 76-0242189		Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve academic performance	Strategies include implementing innovative, evidence-based curricula that complement and enhance the regular school day instruction, small group tutoring with highly qualified teachers, homework assistance, and thematic and project-based activities. These specific interventions will address identified gaps in math and reading STAAR scores, promotion rates, grades, and provide extended learning opportunities for students most at-risk of being retained.
2.	Improve positive behavior	Proven, effective activities implemented by CIS-ACE to improve positive behavior consist of character education, youth development, abuse/violence prevention, leadership training, and substance abuse prevention. Additionally, there will be a focus on teaching techniques for effective conflict resolution, social-emotional learning, social skill enhancement and improving self-esteem through use of evidence-based curricula (*WhyTry, Second Step, Positive Action*, etc.).
3.	Improve school day attendance	To promote regular school attendance, students will be exposed to high interest enrichment programs and activities that culminate in performances, competitions, field trips and opportunities to showcase their learning. To increase school bonding with the targeted students, adult advocates will be utilized. No-cost busing for afterschool hours and summer hours will be provided to remove the transportation barrier for students, increasing student's ability to participate.
4.	Provide access to out-of-school time services	In order to provide access to OST services, students will transition directly from school day into out-of-school time activities allowing for uninterrupted supervision, be offered transportation home in rural areas, and be provided nutritious snacks to promote health. Guided homework assistance will be provided by qualified educators in a structured environment to help students with core subject areas.
5.	Increase family engagement	A full-time Family Engagement Specialist (FES) will be responsible for recruiting volunteers; creating community partnerships; creating Family Advisory Boards; establishing family resource centers; planning and implementation of ongoing adult learning opportunities including ESL, GED, computer literacy, parenting, financial stability, workforce readiness and nutrition classes. Adult family members will also have the opportunity to attend monthly academic nights and student showcases.

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Schedule #14—Management Plan

County-district number or vendor ID: 76-0242189	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	The project director will have a minimum of 7 years of experience as a project director of ACE programs with a minimum of 12 years in afterschool education and possesses a bachelor's degree. The PD will be one of the project directors presently managing a CIS-ACE project.
2.	Site Coordinator(s)	Each of the site coordinators for the proposed 10 sites will have a bachelor's degree or 5 years experience with CIS-ACE programs. Desired qualifications include proven experience managing afterschool programs, staff supervision, data reporting, and English/Spanish skills.
3.	Family Engagement Specialist	The CIS-ACE Family Engagement Specialist will have a minimum 5 years experience as a FES or site coordinator and possess a bachelor's degree. The FES will have experience fostering relationships with parents, volunteers and community partners. Bilingual preferred.
4.	Evaluator	The independent and objective evaluator will have 16 years of experience in education and in the non-profit sector in research and evaluation as well as possess a master's degree.
5.	Program Instructional Staff	The program instructional staff will have a Master's Degree in Educational Leadership, a minimum 20 years experience as an educator and is a current CIS-ACE employee.

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

#	Objective		Milestone	Begin Activity	End Activity
1.	Improve academic performance of identified students	1.	Individual needs assessment on targeted students	8/29/16	5/19/17
		2.	Homework assistance	8/29/16	5/19/17
		3.	Thematic and project-based activities	8/29/16	5/19/17
		4.	Small group tutorials with highly qualified teachers	9/19/16	5/19/17
		5.	Mid-year progress assessment and modifications	1/3/17	2/6/17
2.	Improve positive behavior of identified students	1.	Individual needs assessment on targeted students	8/29/16	5/19/17
		2.	Provision of evidence-based curricula	8/29/16	5/19/17
		3.	Staff development on social-emotional learning	8/8/16	7/27/17
		4.	Coordination of adult advocate efforts	8/22/16	7/13/17
		5.	Collaboration with community partners (counseling)	8/1/16	7/13/17
3.	Improve school day attendance of identified students	1.	Individual needs assessment on targeted students	8/29/16	5/19/17
		2.	Student Voice and Choice (surveys, student team)	8/29/16	5/19/17
		3.	Provision of highly engaging enrichment clubs	8/29/16	5/19/17
		4.	Culminating events (student showcase, field trips)	9/16/16	7/13/17
		5.	Provision of site to home transportation	8/29/16	7/13/17
4.	Provide access to OST services for identified students	1.	Offer safe, engaging OST program for students	8/29/16	7/13/17
		2.	Provision of school year site-to-home transportation	8/29/16	5/19/17
		3.	Daytime summer learning opportunities	6/5/17	7/13/17
		4.	Provision of nutritious snacks/meals	8/29/16	7/13/17
		5.	Homework assistance for struggling parents	8/29/16	5/19/17
5.	Increase family engagement of adult family members	1.	FES adult family member survey and assessment	8/29/16	5/19/17
		2.	Establish a Family Advisory Board at each site	8/29/16	9/30/16
		3.	Create a family resource center at each site	8/29/16	9/30/16
		4.	Offer adult family learning opportunities (ESL, etc.)	9/6/16	7/13/17
		5.	Host large scale family educational events	9/15/16	7/13/17

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 76-0242189	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.

CIS-ACE has established bi-weekly meetings with the CIS Executive Director and the CIS-ACE Project Director in order to conduct ongoing internal monitoring by reviewing current student and adult family member enrollment and attendance, weekly activity schedules (WAS), center level data, personnel, budgets, training, grant compliance, policies and procedures. The Community Advisory Council (CAC) will continue to meet at least quarterly to review progress toward grant objectives and goals. Improvements determined in these meetings are then implemented by the project director and campus level staff. The site coordinators and project director will conduct a weekly TX21st system data analysis as well as review WAS and intentional unit or lesson plans to ensure compliance with ACE requirements. CIS-ACE will continue with established protocol of routine site visits by the project director utilizing a TEA recommended Out-of-School Time Observation Instrument. During visits, fidelity of implementation will be assessed for all observed activities and feedback will be given to site staff and campus administration. Monthly staff meetings with all site coordinators, the site support staff, family engagement specialist, and project director allows the CIS-ACE staff to review all grantee progress and offers a forum for discussion of best practices. Cross-planning by site coordinators and professional development implemented by CIS-ACE staff and contracted partners will also be conducted in these meetings.

Project staff will utilize student academic progress data to determine effective practices, eliminate activities that had minimal impact, and substitute activities that positively impact identified needs of the students. Changes will be documented in the individual campus WAS, unit or lesson plans, and activities in the TX21st system. To provide feedback, CIS-ACE will continue to send weekly activity schedules, and monthly newsletters and highlights to all principals, teachers, students, parents, and CIS-ACE program administration. CIS maintains a website and Facebook page which include current pictorial slideshows, success stories, and opportunities to volunteer in CIS-ACE programs.

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.

Proposed centers currently have minimal out-of-school time services that include tutoring, clubs, and UIL activities for students at risk of academic failure or dropping out of school. CIS-ACE will build upon existing efforts by leveraging partnerships and resources to meet the needs of unserved students and their families. CIS-ACE has successfully sustained 25 out-of-school time programs previously funded by ACE grants on various scales. For the past 30 years, CIS has leveraged funds from local ISDs, Criminal Justice Division (CJD), Community Youth Development (CYD), Community Development Block Grants (CDBG), TEA, and United Way to continue high quality out-of-school time activities. CIS, ISDs, the CAC and other collaborating organizations intend to continue the ACE project beyond the grant period. The partners have proven their capabilities to obtain, maintain, and report on long-term state and federal funds and have vast experience in diversifying funding streams to allow for sustaining continuous services with our existing resources. A significant effort will be made to expand income streams and raise needed funds from individuals, local businesses, community-based organizations and foundations.

Various levels of services may be accessible based on availability of funding, partnerships, and campus needs. At the highest level, grant dollars from foundations such as Brown, Boeing, Dow Chemical and Houston Endowment may be accessed to continue to provide quality academic services. A second level of sustainability will include extending CIS daytime services at the campuses where ACE has been previously provided. CIS staff will be able to provide out-of-school time academic and enrichment activities depending on collaborations with local community partners. Identified partners include the individual campuses, Adult Reading Center, Girl Scouts, Boy Scouts, Junior Achievement, public libraries, Texas Workforce Commission, and other agencies which will continue to play an integral part in the provision of core volunteer services, curricula, and program components. Governmental and community organizations such as the Alvin Family Community Center, Texas Agrilife, United Way, Rotary and Retired Teachers Association will continue to provide a variety of additional volunteer and program related services and resources for ongoing sustainability.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 76-0242189	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.	Center Logic Model	1.	Ensure activities provided meet identified needs
		2.	High student and adult family member participation
		3.	Met stated goals in Final Yearly Report
2.	Stakeholder Surveys	1.	Positive principal survey
		2.	Teacher survey indicating student progress
		3.	Positive participant survey (students and adult family members)
3.	TX21st Reports	1.	Improved academic scores
		2.	Program enrollment/attendance verifying meeting/exceeding grant goals
		3.	Activity provisions based on center needs assessments
4.	Interim Reports	1.	High average daily attendance
		2.	Positive participant survey results
		3.	Met stated goals in Final Yearly Report
5.	Program Observations	1.	Engaged Staff
		2.	Engaged Students
		3.	High attendance rates

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 independent and objective evaluator will continue to use a customized plan aligned with the format outlined in the *Texas ACE Blueprint* that meets all evaluation requirements. The program evaluator, project director, site coordinators, and additional program staff will collaborate to systematically collect and analyze evaluation data. Participant and center outcomes will be individually reported, and ongoing formative data collection will inform staff of key areas for improvement in program delivery while highlighting program successes.

The evaluation process includes the examination of: 1) the level and nature of resources available to each site; 2) program implementation practices; 3) program output levels and fidelity of implementation; 4) program participation; and, 5) intermediate student outcomes. In addition, school program alignment, center support levels and stakeholder feedback will be analyzed to determine the grantee's level of accountability.

Both qualitative and quantitative data will be collected throughout the year to measure specific student and center outcomes over time, including: qualitative survey results from students, parents, school district faculty, staff, and site coordinators; student grades; benchmark test score data; discipline reports; school attendance; and, promotion/graduation rates. Additionally, program observations (collected by the evaluator, site coordinators, grantee staff and the project director), internal monitoring and informal communication with students and campus ACE staff, Campus Needs Assessments, logic models, a mid-year focus on site coordinators' active use of data to improve outcomes, and TX21st reports will be utilized throughout the year to inform evaluation conclusions. Refinement, improvement and strengthening of the program will occur if determined beneficial after each phase of the evaluation including Logic Model, Interim A, Interim B and the final evaluation report. Examples of program modifications may include adapting frequency of activities based on levels of participation and participant surveys, transitioning center staff based on skill sets, additional training and procurement of new innovative resources based on evolving academic needs.

Evaluation results will be made available to the CIS Executive Director, CIS-ACE Project Director, Community Advisory Council, and site coordinators to guide necessary changes in program activities and to ensure progress towards overall program goals and objectives. Through an acceptable request, the program evaluation report will be available to the public after CIS board acceptance. Original copies will be given to each partnering school district and principal.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 76-0242189	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.

Student activities will consist of small group tutorials, homework assistance and academic enrichment opportunities in core subjects of reading, math, science and social studies provided by certified teachers and center staff. All CIS-ACE activities will be intentionally created to connect student academic needs to evidence-based interventions. CIS-ACE will continue the established protocol of reviewing district and campus scope and sequence while meeting individually with teachers in order to supplement school day instruction with activities intentionally aligned to current school day lessons. CIS-ACE activities will enhance and expand school day instruction by utilizing hands-on, engaging lessons with resources (technology, supplies, and community partners) not available during the school day. Enrichment activities will include robotics, STEM projects, 3D printing, health/wellness, physical education, theater, dance, music, art, photography, culinary arts, community service projects, and other activities as determined by student interest assessments. College and career fairs, as well as conducting research into college and career opportunities, will emphasize readiness and better prepare students for post-secondary education and the workforce. Educational field trips will be planned during summer programming that connect to afterschool activities and service learning projects completed throughout the school year. Students will be exposed to cultural venues and the world beyond their community that would not normally be accessible to students due to lack of finances and transportation. Family engagement activities such as ESL, Adult Basic Education, parenting, citizenship, health and wellness, financial and computer literacy will be offered during the fall, spring and summer terms.

Students will be directly dismissed from their school day to the CIS-ACE program located on their home campus. Students at Wild Peach Elementary will be shuttled directly to the host site located at West Columbia Elementary. Site coordinators will work with school personnel to establish a protocol to ensure a safe transition at dismissal. Students are required to sign-in and sign-out with CIS-ACE staff members so that accurate attendance and accountability can be maintained. CIS-ACE will obtain the necessary parental consent that includes the selection of transportation for their children (car riders, bike riders, walkers, bus transportation). Bus transportation will be available as deemed necessary by campus needs assessments during the regular school year and 6-week summer sessions. In 12 years of implementing ACE programs, CIS-ACE has never had a travel safety-related incident.

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.

CIS-ACE will use various forms of media to disseminate information about our community learning centers and their locations. The local communities will be notified in English, Spanish and other languages as needed, through campus orientations, school open houses, CIS and partnering ISD's websites, press releases, regular parent meetings, and CIS-ACE brochures. CIS-ACE will continue to provide monthly highlights (a one-page summary of activities and progress towards project goals) to campus and district level staff. CIS-ACE programs have their own dedicated section of the CIS website that includes program descriptions, locations, news stories, events, volunteer opportunities and a pictorial slideshow of CIS-ACE activities. CIS operates a Facebook page that is updated daily with pictures and detailed stories of CIS-ACE activities, events, and achievements. Additionally, TEA approved ACE promotional materials, including posters, flyers, and decals will be displayed at every CIS-ACE school.

The site coordinators will distribute monthly newsletters detailing previous month activities, announcements and the program schedule to principals, school staff, students, and parents. CIS-ACE staff will send text blasts, professional flyers, emails, personal invitations, and have personal conversations to promote all family engagement activities and special events. All program notifications will be distributed in English and Spanish where necessary. Family Advisory Boards will co-facilitate marketing efforts at each center.

The Community Advisory Council (CAC) will receive regular email updates, meet quarterly to review program achievements, review internal monitoring results and external evaluation reports, make recommendations for continuous improvement, provide professional advice and guidance, and support the program in community forums in order to develop new collaborations.

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

CIS-ACE will improve student and campus academic achievement and overall student success, by providing intentional academic and enrichment activities which are aligned to the school day curriculum. As an ACE grantee of Cycles 3, 4, 5, 6, 7, and 8, CIS has determined that high-quality programs should integrate activities that include small group instruction, targeted tutoring, project-based learning, homework assistance and academically aligned enrichment activities. CIS has established processes based on the *Texas ACE Four Component Activity Guide* and ACE lesson plan template that have resulted in innovative, evidence-based activities aligned with grade level TEKS and compliment school day instruction. According to TEA, in 2015 CIS achieved a 95% rate of improvement in academics, behavior and attendance; 97% of case managed students were promoted; 97% of seniors graduated; 99% stayed in school. Activities implemented within this project will utilize research/evidence-based software, instructional materials and curricula to increase reading skills, improve math applications and promote interest in science and social studies.

In order to monitor individual student success, each identified student will be pre-tested upon entry into the program, participate in ongoing individual assessments, and will be post-tested at the end of each term. Ongoing individual assessments will measure progress, identify targeted areas in need of improvement, and guide future activity planning in the program. Academic enrichment activities will provide positive social, cultural, and recreational opportunities that will enrich and expand students' understanding of community involvement and connect learning to real life experiences.

Participating in career fairs, college visits and future career explorations will encourage students to set goals and devise an educational/career plan including milestones towards postsecondary education or their desired career.

Family engagement services and activities will increase parental participation in the educational progress of students, which will build a stronger family connection to the school. Attending adult academic activities such as Family Literacy, ESL, Computer Literacy and Adult Basic Education, will directly impact parents' ability to assist their children with schoolwork.

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.

CIS currently partners with more than 100 agencies and providers to offer a wide variety of services to students and their families to maximize the utilization of public and private resources. CIS-ACE collaborates with federal, state and local social service agencies, other non-profits, local colleges, community members, faith-based organizations, volunteers and the business and industry sector to increase each student's opportunity to succeed in school and prepare for life. TEA, Texas Workforce Commission, and Texas Agrilife will provide program resources and age-appropriate curricula. Collaborating agencies such as Adult Reading Center, Retired Teachers' Association, Alvin Community College, San Jacinto College, Brazosport College, University of Houston Clear Lake, Houston Galveston Institute, Junior Achievement, Texas Agrilife, The Women's Center and other agencies will provide program resources and trained volunteer staffing to implement specific program activities. USDA supplemental food programs will be accessed to procure and provide well balanced, healthy snacks to all CIS-ACE program participants. CIS-ACE will include programs from law enforcement agencies and justices of the peace to help reduce the number of student referrals to the juvenile justice system.

Partnering school districts will provide in-kind services and resources including professional development, curricula, program and office supplies, classroom space, computer labs, gym space and other facilities, along with technology support estimated at $200,000 per year. Each partnering school district will also provide leveraged funds of $15,000 per center totaling $150,000 annually. These dollars will be used to supplement small group tutoring, educational field trips, ongoing professional development, and administrative costs.

CIS conducts two annual fundraisers raising around $13,000 specifically for ACE unallowable cost activities such as student and family incentive events, and providing clothing, food or other basic items students and families may need in crisis. The total amount of additional funds used to leverage ACE funds is estimated at $363,000 annually.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS has a proven record of always surpassing the state-level measures of effectiveness. The activities included in this grant are designed specifically based on a detailed analysis of community, district and campus needs assessments. The baseline data review includes student demographics, special populations, academic achievement including state-mandated assessments and grades, attendance rates, behavior measures, and promotion rates. CIS-ACE objective set of measures for this proposal are as follows:

- 50% of "regular" students will improve academic performance as measured by benchmark testing
- 50% of identified students will improve positive behavior as reported by teacher surveys
- 40% of identified students will improve school day attendance as documented in district PEIMS report
- 95% of "regular" students will promote to the next grade
- 50% of "regular" students will meet with an adult advocate
- 75% of "regular" students will have adult family members participate

The foundation of CIS-ACE programs is based on the following research, "Participation in after school programs is associated with better attitudes toward school and higher educational aspirations, higher school attendance and less tardiness, less disciplinary action (e.g., suspension), lower drop-out rates, better performance in school (as measured by achievement test scores and grades), greater on-time promotion, improved homework completion, and engagement in learning. The common thread in all these studies is that balancing academic support with engaging, fun, and structured extracurricular or co-curricular activities, which promote youth development in a variety of real-world contexts, appears to support and improve academic performance." (Harvard Family Research Project, 2008)

Program activity provisions include evidence-based curricula which along with specific activity objectives will address individual student gaps in learning. Evidence-based academic interventions include *BigBrainz, Accelerated Reading, Think Through Math, I-Read, STRIDE Academy, STAAR© Ready*, and other appropriate interventions. By utilizing the Texas ACE Unit and Lesson plans aligned with the *Texas ACE Blueprint*, CIS-ACE develops high quality academic enrichment opportunities that complement and enhance school day instruction. Evidence-based programs used by CIS-ACE targeting social-emotional learning include *WhyTry, Second Step, Positive Action,* and *Rising Up* which are listed as highly effective in <u>What Works Clearinghouse</u>. Instructional strategies will incorporate the 5E model of instruction, thematic teachings with interdisciplinary connections, addressing individual learning styles, and blended learning through direct instructional delivery and digital tools.

CIS-ACE has a procedure to collect local data utilized for program evaluation annually, semi-annually and continuously throughout the academic year. CIS annually collects standardized testing results; and semi-annually evaluates report cards, stakeholder surveys, pre/post-tests, individual attendance, and criminal/non-criminal referrals. Continuous strategies include review of student academic benchmark testing, informal communication with school day staff, and parent conferences. CIS-ACE site coordinators maintain individual student files which are frequently updated and evaluated with the purpose of assuring individual student progress. Student activity attendance is entered into the TX21st system weekly. At the completion of each semester, all student data is uploaded to the TX21st system for review and analysis by CIS-ACE leadership and the independent evaluation team. The evaluation team has established Interim Reports which are used by site coordinators to monitor and adjust program and instructional delivery. Those activities proven most effective are continued or increased in frequency, and activities with low attendance and/or low participant satisfaction are replaced or modified.

Historically, CIS has exceeded each specific program objective measure, as defined by the U.S. Dept. of Education and TEA as documented in our annual Final Yearly Reports. As program expectations evolve, CIS-ACE has been able to adapt, achieve and demonstrate measurable progress in student performance (Math/ELA grades, STAAR results, attendance rates, promotion rate, and decreasing criminal and non-criminal referrals).

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

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

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

The proposed project will be an active partnership with 5 local educational agencies (LEA) (Galena Park, Pearland, Alvin, Brazosport and Columbia-Brazoria) and a community-based organization (Communities In Schools, Southeast Harris County, Inc.). CIS-ACE management team, CIS board president and superintendents of the 5 LEAs determined that CIS will function as the managing partner and fiscal agent.

The LEAs will provide technical expertise regarding research and evidence-based curricula, matching funds, full access to student data including student attendance, student grades, conduct, student personal data, STAAR scores, as well as Free/Reduced lunch eligibility, and LEP designation. Additionally, various district departments will provide nutritious snacks, custodial services and bus transportation. Participating campuses will provide certified teachers, and paraprofessionals in paid and volunteer roles, and access to classrooms, office space, technology labs, gyms, libraries and sports fields. Campuses will also recommend program resources such as curricula and student manipulatives that both complement and enhance school day instruction in order to achieve program goals and objectives.

The CIS administrative team, composed of the executive director, chief financial officer, grant accountants, and project director will provide direct management of the overall grant which will include human resources, fiscal management, payroll, auditing, marketing, social media, data management and reporting. Resources provided by CIS will include frontline staff, supplies and materials, and logistical and technical support to ensure the success of the project. A full-time CIS-ACE Site Coordinator will be at each campus overseeing the program with the support of the CIS administrative team. Part-time activity coordinators will provide direct services to the students and will be hired, trained, and managed by CIS-ACE staff. A full-time CIS-ACE Family Engagement Specialist will provide adult family member literacy and engagement opportunities for each center. A daytime CIS Campus Coordinator will assist and be available to provide additional services including: health and social services, enrichment, educational enhancement, and supportive guidance.

CIS has established partnerships with the following entities that have agreed to provide STEM based activities Dow Chemical, BASF, LyondellBasell, Gulf Chemical, Freeport LNG, Port Freeport, Ascend Performance Materials, INEOS, Chevron-Phillips, Lowe's, and Home Depot. Additional partnerships including Brazoria and Harris County Public Libraries, and Pasadena Public Library will target literacy reinforcement. Entities that have agreed to provide activities that increase social- emotional learning include Brazoria County Counseling Center, Bridge Over Troubled Water, Youth and Family Counseling, The Women's Fund, Boy Scouts of America, Girl Scouts of San Jacinto, Stephen F. Austin Health Network, and Gulf Coast Center. Collaborating organizations will focus on health, wellness and nutrition include Texas Agrilife, Healthy Living Matters, National Theater for Children's Houston Ballet, Brazoria County Dream Center, and Texas Children's Health Plan. College and career awareness activities will be co-facilitated by Junior Achievement, Alvin Community College, University of Houston, San Jacinto College, and Brazosport College. ACE adult family members will receive education services from Alvin Family Community Center, Adult Reading Center, True to Life Ministries, Texas Workforce Commission, and United Way of Brazoria County. A variety of other organizations and businesses such as Brazoria County Hispanic Chamber of Commerce, Brazosport Area Chamber of Commerce, Alvin/Manvel Chamber of Commerce, City of Freeport, City of Alvin, Faith Family Fellowship, Crossover Church, Spirit of Praise, Delta Sigma Theta Sorority, Inc., Omega Psi Phi Fraternity, HEB, Kroger, Wal-Mart, McDonald's, and Chick-fil-A will provide in-kind donations and volunteer services.

All collaborating agencies acknowledge CIS as the managing partner and fiscal agent, which is responsible for ACE program implementation, management oversight, budgetary compliance, and fiscal and programmatic reporting. Partnership agreements and memorandums of understanding are in place to define the role each organization will serve in order to achieve the project's goals.

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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.

After completing the extensive community needs assessment, Communities In Schools - Afterschool Centers on Education (CIS-ACE) determined which school district and campuses would most benefit from the ACE program. The comprehensive needs assessment has identified the individual campus needs as detailed in the chart below:

Campus	Need for Academic Improvement	Need for Positive Behavior Improvement	Need for Attendance Improvement	Need for Access to OST	Need to Increase Family Engagement	Need to Improve Promotion Rate	Need to Increase College/ Career Awareness
Normandy Crossing ES	High	Medium	High	Medium	Medium	Medium	Low
Cimarron ES	High	High	Medium	Medium	Medium	Medium	Low
Sam Houston ES	High	Medium	High	Medium	Medium	Medium	Low
Magnolia ES	High	High	Medium	Medium	High	Medium	Low
Pearland JH South	High	High	Medium	Medium	High	High	Medium
Don Jeter ES	High	High	Medium	High	Medium	Medium	Medium
Rodeo Palms JH	High	High	Medium	High	High	Medium	Low
E.C. Mason ES	High	High	High	High	Medium	High	Low
West Columbia ES	High	Medium	High	Medium	Medium	Medium	Low
Freeport IS	High	Medium	High	Medium	Medium	High	Low

In order to address the identified needs the following available resources will be utilized at each campus:

- Academic Resources – certified teachers, CIS-ACE Program Instructional Staff, CIS-ACE data base of lesson plans, volunteer retired teachers, Title 1 department at each district
- Behavior Resources – adult advocates and mentors, CIS daytime programs, evidence-based curricula (*WhyTry, Second Step*), mental health and counseling agencies (Brazoria County Counseling, Stephen F. Austin Health Network)
- Attendance Resources – adult advocates and mentors, CIS daytime program, district homeless liaisons, highly engaging activities, student leadership teams
- Promotion Resources – CIS-ACE project-based lesson plans, certified teachers, Title 1 department at each district
- Family Engagement – Family Engagement Specialist, Family Advisory Boards, partnerships with adult education providers (Alvin Family Community Center, Adult Reading Center, Texas AgriLife), Family Resource Centers
- Access to OST services – district provided transportation from site-to-home if needed
- College/Career Awareness Resources – partnerships with local colleges (University of Houston, Alvin Community College, San Jacinto College, Brazosport College), partnerships with organizations (Junior Achievement, Texas Workforce Center), partnerships with industry STEM ambassadors (Dow Chemical, LyondellBasell, BASF)

The Community Advisory Council determined through the comprehensive community and campus needs assessments that creating Academic Centers on Education (ACE) will address the identified needs at each campus through established partnerships, available campus resources and community collaborations.

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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.

CIS-ACE has a 12-year history of successfully implementing ACE grants (54 centers) as evidenced by Final Yearly Reports, Key Task Assessments, PRIME Assessments and annual evaluation reports. CIS uses various research and evidence-based practices to complement and enhance academic performance that begins with collaboration with school day staff and administration at each center to align educational enrichment activities with the district scope and sequence at each school. CIS-ACE contracts with master's level program instructional staff to formulate a highly populated database of ACE Activity Unit and ACE Lesson Plans which are intentionally designed to complement and enhance academic performance and achievement by incorporating current grade and age-appropriate TEKS.

CIS-ACE has adopted a research-based practice of using thematic teaching with interdisciplinary connections to incorporate collaborative learning such as science experiments, community service projects, research projects, technology exploration and fine arts activities. CIS-ACE has implemented project-based learning at each site due to evidence supporting "PBL ... improves problem-solving and collaboration skills, and improve students' attitudes towards learning" (Strobel & van Barneveld, 2009). Research and evidence-based curricula include *I-Read, Think Through Math, STRIDE Academy, Lego© Mindstorms, Success Maker, Mango Math, Lakeshore Learning,* and *Accelerated Reading.* Additionally, CIS-ACE centers offer up to ten hours per week of small group tutoring (RTI Tier 2 or Tier 3) by certified teachers and one hour per day of homework assistance and completion.

Postsecondary and workforce preparation activities connect to real world experiences including college and university field trips, professional speakers, career fairs, and entrepreneurial activities leading to high graduation rates. Community partners such as local businesses, corporations and non-profit organizations will provide hands-on experiences.

CIS has a 30-year history of providing evidence/research-based positive youth development activities utilizing nationally acclaimed curricula such as *WhyTry* and *Second Step* which address character education, anti-bullying, conflict management, team building, student voice & choice, social skills, and social-emotional learning. Recent evidence in the What Works Clearinghouse supports the use of *Rising Up* and *Positive Action* which will be incorporated at planned sites in the CIS-ACE project.

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.

CIS recruits and trains volunteers from diverse backgrounds, ethnicities, and in particular, qualified senior volunteers through the Retired Teachers' Association, Alvin Daytimers Club, and Retired Senior Volunteer Program (RSVP). CIS-ACE has a partnership with United Way of Brazoria County's "Reader, Tutor, Mentor Initiative" which focuses on connecting local volunteers with partnering agencies. Retired teachers and senior citizens will continue mentoring students and partner with certified teachers to provide tutoring in reading, math, science and social studies. Historically, school-based certified teachers donate more than 100 volunteer hours at each center, providing individual and small group tutorials for targeted students. Approximately 200 volunteers provided close to 5,000 volunteer hours to CIS-ACE sites during the 2014-2015 school year. The family engagement specialist and site coordinators will provide direct supervision of volunteers.

Senior citizen volunteers will assist with instructing parents in ESL, Adult Basic Education, computer literacy, employment skills, nutrition and other topics as needed. Senior volunteers will be used for clerical tasks, program advocacy, volunteer recruitment and will be engaged to participate in the Community Advisory Council and the Communities In Schools, Southeast Harris County Board of Directors.

Established partnerships with Delta Sigma Theta, Inc., Dow Chemical, Home Depot, Target, HEB, Kohls and many others provide volunteer service hours to offer STEM, tutoring, mentoring, enrichment and career awareness activities at all centers. In accordance with CIS volunteer policy, all volunteers will undergo a thorough background check and comprehensive volunteer training.

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

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

For 10 priority points, CIS has secured a written letter of support from each of the 5 partnering LEA elected school boards. Each letter of support provides a detailed description of the specific challenges each community faces concerning sustainability and how the school boards will assist local efforts to sustain the program over time.

Through existing strong collaborations with 5 ISDs and their school boards, CIS-ACE is successfully sustaining 25 out-of-school-time programs previously funded by ACE grants on various scales. CIS will apply its current effective sustainability plan to continue a high level of out-of-school time programs at the conclusion of ACE funding.

Diverse levels of services will be sustained, based on availability of funding, partnerships, and campus needs. CIS will pursue foundation and corporation dollars from current partners, such as Brown and Boeing, to continue providing a high level of academic services. A second strategy for sustainability will include extending CIS daytime services at the campuses where ACE has been provided. CIS site coordinators will provide out-of-school time academic and enrichment activities including homework clubs, sports groups, character education, science clubs, enrichment and family activities. Additional services will be provided by utilizing collaborations with local community partners such as the individual campuses, Adult Reading Center, Girl Scouts, Junior Achievement, Healthy Living Matters, public libraries, Texas Workforce Commission, and other agencies who will continue to play an integral part in the provision of core volunteer services, curricula, and program components. Governmental and community organizations such as the Alvin Family Community Center, Texas Agrilife, United Way, Rotary clubs, Retired Teachers Association, and local senior citizen organizations will continue to provide a variety of additional volunteer and program related services and resources for the ongoing sustainability of the ACE project. Additionally, extension of out-of-school time services beyond grant funding will be district funded afterschool tutorials, in conjunction with volunteer teacher-led clubs.

During the first year of the grant, CIS will focus on building high quality programs at each center while developing strong partnerships with all stakeholders including students, parents, teachers, administrators, and community partners. Simultaneously, a comprehensive evaluation of each center will be performed in order to identify strengths of the program that can be shared with existing and possible collaborators. The Community Advisory Council (CAC) will continue to meet quarterly and review progress towards goals and provide updates to current community partners and strive to increase the level of services provided.

In the second year of the grant CIS, alongside local ISDs, their school boards and the CAC, will continue highlighting program successes through targeted outreach efforts such as civic club presentations, STEM Expos, college and career fairs, ISD sponsored events, CIS and district social media and websites, and marketing materials. The CAC will also continue to utilize data and evaluation reports to present to partners and the community in order to solicit additional avenues of potential funding streams.

During year three, CIS will submit grant proposals to corporations and foundations as well as utilize the evaluation data from years one and two to present the effectiveness of the program to possible funders. The CAC members will devise strategies for continuation, reach out to partners, host a giving campaign, and pursue available CIS and ISD state and federal funds. CIS has successfully written and received more than $4 million in funding from Texas Criminal Justice (CJD), Community Youth Development (CYD), and Harris County Community Development Block Grants (CDBG) over the past 11 years. Additionally, CIS has received over $1 million in funding from United Way over the past 10 years. CIS will continue to pursue these and other funding sources in order to sustain out-of-school time programming at the identified centers. Each of the partnering school boards have committed to evaluate possible funding opportunities through district funds in order to assist in sustainability efforts.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Community Involvement

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

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

A CIS-ACE Community Advisory Council (CAC), recommended as a best practice in the *Texas ACE Blueprint*, was established during the community needs assessment phase of this grant. The CAC consists of representatives from established CIS community partners who have an area of expertise that strengthen our programs. The advisory council includes key community and business leaders, local college representatives, ISD administration, principals, teachers, CIS Executive Director, CIS-ACE Project Director, CIS-ACE Family Engagement Specialist, parents and students representative of the local community. The selection of members was based on their knowledge of student and family needs, their access to resources and relationships with key champions that can serve families within the community. Specific organizations represented include Alvin Community College, Brazosport ISD, Pearland ISD, Sweeny ISD , Alvin ISD, Pasadena ISD, La Porte ISD, Galena Park ISD, Columbia-Brazoria ISD, 1st State Bank of Louise, Justice of the Peace Pct. 2, Dow Chemical, San Joaquin Refining Company, City of Pasadena Police Department, Infinite Hands Initiative, Bauer Visual Graphics, LyondellBasell, St. Peter's Episcopal Church, Faith Family Fellowship Church, Crossover Church, United Community Credit Union, Gulf Coast Regional Trauma Council, Brazoria County Hispanic Chamber of Commerce, and United Way of Brazoria County.

The CAC developed a shared vision for the successful development of programming to meet the needs of children and families served by the CIS-ACE programs. The CAC members will assist in creating program awareness by becoming ambassadors for CIS-ACE by carrying out the mission and vision of success to the community and other stakeholders through marketing and promotion opportunities via social media, ISD websites, flyers, newsletters, marketing materials, press releases for community newspapers, school open houses and other media sources. During the formulation of this grant, the CAC presented the proposal to various civic clubs, chambers of commerce and non-profit organizations.

Center level strategies for soliciting community feedback include presentation of program information and enrollment opportunities through either all-school assemblies or individual classroom presentations, campus and ISD social media resources, and CIS-ACE and campus family resource centers. As part of the CIS-ACE annual evaluation, surveys will be distributed each semester to parents, teachers, students and administrative staff at each center. Completed surveys are collected and the feedback is analyzed to give various stakeholder groups an opportunity to steer program activities. CIS will continue the established practice of creating Family Advisory Boards (FAB) at each center, consisting of CIS-ACE adult family members, who are directly involved in the development, recruitment and marketing of programs.

In order to evaluate program effectiveness, the CAC will meet quarterly to review reports based on program participation, assessments, budgets and progress toward outcomes. Upon review the council will identify successes and address challenges that may be barriers to the success of the students and families, as well as develop strategies that will enhance service delivery. Annually, the CAC will review the comprehensive program evaluation and the TEA required Final Yearly Report in order to propose future program changes. Recommendations made by the CAC will be considered when formulating ACE Annual Project Plans as defined in the *Texas ACE Blueprint*.

The CAC has been an integral part of CIS sustaining 25 programs previously funded by ACE through leveraging of funding and in-kind resources. A community asset map has been developed identifying existing resources and gaps the committee can address. The council will continue to assist with developing long-range funding and sustainably strategies by generating additional in-kind and financial support and recruiting of new partnerships that can bring additional support to our programs after the grant funds end. The CAC has identified new prospective partners previously not engaged with the sustaining of ACE programs. Prospective funding partners include Dow Chemical, Houston Endowment, BASF, Gulf Chemical, Freeport LNG, Chevron-Phillips, Brazosport College, San Jacinto College, and University of Houston Clear Lake, and have been approached to be a part of planning and sustainability.

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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.

CIS has effectively managed Cycles 3, 4, 5, 6, 7 and 8 grants without any issues of non-compliance of all grant and statutory requirements. In every annual TEA evaluation of CIS-ACE programs (PRIME Assessment and Key Task Assessment) CIS-ACE has scored as "low need of technical assistance", the highest rating achievable.

CIS will manage the day-to-day grant activities, data collection, and reporting for each of the proposed centers. Partnership Agreements (on file) signed by CIS and each proposed center's principal and superintendents of the partnering ISDs assure CIS-ACE staff of access to all student data including ISD student databases, student files, free and reduced lunch data, state and local testing data, report cards, attendance records and criminal and non-criminal behavior referrals. School principals have agreed to participate in the annual comprehensive program evaluation, partner in the selection of targeted students and certified teacher tutors, and assist with activity guidance. Principals will also coordinate with site coordinators in order to maximize the sharing of resources including space, technology, volunteer personnel, and instructional materials. The project director and CIS Executive Director will meet weekly to review program milestones that will include a review of the TX21st system, campus observation reports, Weekly Activity Schedules, budget updates and evaluation reports. The CIS CFO will manage all fiscal responsibilities of the grant including payroll, benefits, reconciliation and reimbursements. Community Advisory Council (CAC) members will receive quarterly reports from the Executive Director on the progress and success of each program allowing them to participate in evaluating program effectiveness.

At each proposed center, there will be a full-time CIS-ACE Site Coordinator and center staff comprised of CIS-ACE Activity Coordinators, certified teachers, mentors, special activity facilitators, volunteers, retired teachers and senior volunteers. The site coordinator will report to the CIS-ACE Project Director, who will have overall management responsibility for the successful implementation and supervision of the grant program. The site coordinator will meet at a minimum weekly with campus administration and teaching staff to discuss progress towards goals, review activities and lesson plans, evaluate program staff, and ensure that we are meeting the needs of the targeted population. Center staff will implement daily grant activities under the direct supervision of the CIS-ACE Site Coordinator. At each site the family engagement activities will be planned and co-facilitated by a full time family engagement specialist.

CIS-ACE Site Coordinators receive more than 150 hours of professional development annually. Likewise, CIS-ACE Activity Coordinators receive more than 40 hours of annual professional development. CIS-ACE has developed a comprehensive training manual based on evidence-based and research-based practices. The modules included in this training resource will be delivered by highly qualified CIS leadership and include follow-up training sessions. Topics include discipline management, safety, lesson development and delivery, and classroom management. Continuous professional development provided by outside partners and current grant staff for site coordinators and center staff will be provided on data systems, CPR/First aid, leadership, social-emotional learning and additional topics identified during the evaluation process. In some areas a train-the-trainer model will then be implemented whereas the site coordinator will provide ongoing training for activity coordinators, tutors, mentors and volunteers at their center. Monthly trainings will be conducted to increase proficiency in student relationships, lesson delivery and classroom management.

Semi-monthly staff meetings and trainings will offer all grant personnel an opportunity to consider challenges, discuss program quality, share activity ideas and review progress toward the stated objectives. These meetings will also include presentations from outside agencies, partners, and ISD staff relevant to ACE programming. Site coordinators will host a monthly staff training/meeting for all site level staff to disseminate information collected at these meetings. Additionally, CIS has procured digital meeting software and phone systems that allow for monthly virtual interactions. The CIS-ACE Project Director sends out at a minimum two weekly update emails highlighting progress towards goals, upcoming deadlines and events, and additional resources. In order to ensure a positive culture at each center, CIS will continue to maintain strong working relationships between project leadership and campus administration via ongoing verbal and electronic communication.

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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: Normandy Crossing Elem		
9 digit campus ID#	101910114	Distance to Fiscal Agent (Miles)	15
Grade Levels to be served (PK-12)	2-5		

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:	100
Number of Adults (parent/ legal guardians only) to be served:	80

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: Cimarron Elementary		
9 digit campus ID#	101910101	Distance to Fiscal Agent (Miles)	14.3
Grade Levels to be served (PK-12)	2-5		

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:	100
Number of Adults (parent/ legal guardians only) to be served:	80

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: Sam Houston Elementary		
9 digit campus ID#	101910116	Distance to Fiscal Agent (Miles)	13
Grade Levels to be served (PK-12)	2-5		

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:	110
Number of Adults (parent/ legal guardians only) to be served:	80

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: Magnolia Elementary		
9 digit campus ID#	020908114	Distance to Fiscal Agent (Miles)	13.9
Grade Levels to be served (PK-12)	2-4		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	80

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

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 76-0242189	Amendment # (for amendments only):

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

Center Number: 5	Center Name: Pearland J.H. South		
9 digit campus ID#	020908043	Distance to Fiscal Agent (Miles)	15.3
Grade Levels to be served (PK-12)	7- 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:	90
Number of Adults (parent/ legal guardians only) to be served:	60

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

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
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: Don Jeter Elementary		
9 digit campus ID#	020901110	Distance to Fiscal Agent (Miles)	22.6
Grade Levels to be served (PK-12)	2-5		

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:	100
Number of Adults (parent/ legal guardians only) to be served:	80

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

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 76-0242189	Amendment # (for amendments only):

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

Center Number: 7	Center Name: Rodeo Palms Junior High		
9 digit campus ID#	020901042	Distance to Fiscal Agent (Miles)	22.8
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:	90
Number of Adults (parent/ legal guardians only) to be served:	60

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

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
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: E.C. Mason Elementary		
9 digit campus ID#	020901105	Distance to Fiscal Agent (Miles)	22.3
Grade Levels to be served (PK-12)	2-5		

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:	100
Number of Adults (parent/ legal guardians only) to be served:	80

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: West Columbia Elementary		
9 digit campus ID#	020907102	Distance to Fiscal Agent (Miles)	57.6
Grade Levels to be served (PK-12)	2-6		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	130
Number of Adults (parent/ legal guardians only) to be served:	80

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	Wild Peach Elementary			
9 digit Campus ID #	020907106			
District Name (if different)				
Distance to Center	59.8			

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: Freeport Intermediate School		
9 digit campus ID#	020905042	Distance to Fiscal Agent (Miles)	63.5
Grade Levels to be served (PK-12)	7-8		

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:	80
Number of Adults (parent/ legal guardians only) to be served:	60

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

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS has a 30-year history of collaborating with Title 1 schools and serving the students most in need of academic, behavior, and attendance assistance. Each of the schools identified as a location for establishing an ACE center is eligible as a Title 1 school under Texas Education Code 29.081. Centers will provide accessible, site-based, out-of-school time programs and activities to targeted students and will provide resources for families of participants. Such programs and services are currently very limited or non-existent in the targeted communities. Representatives from federal and special program departments from each of the school districts where we plan to implement the project are included on CIS Board of Directors. During the community and school needs assessment phases of writing this grant, key staff at each school site including the principal, assistant principal and specific school specialists funded under Title 1 have been involved in the review and enhancement of planned activities and processes used to identify and retain the neediest students. These processes include careful review of student's academic progress, at-risk status (SPED, ESL, homeless, etc.) economically disadvantaged, and specific teacher referral. Each ACE center will partner with existing Title 1 efforts including expanded tutoring, family outreach, violence prevention activities, and extended quality learning time.

Once awarded the grant, CIS will transition from the campus needs assessment to individual student recruitment efforts based on the targeted student population. CIS will continue effective intentional recruitment strategies utilized by CIS-ACE site coordinators in Cycles 3, 4, 5, 6, 7, and 8 that include soliciting feedback from campus administration and site staff, completion of a recommendation form, review of individual student performance and demographic data, one-on-one parent communication, and face-to-face meetings with students. Principals will co-facilitate recruitment efforts with CIS-ACE staff to explain the purpose of the program, the specific activities provided, and the benefits of attending the program to the parents and students. Priority will be given to students considered at-risk by Texas Education Code 29.081 (retained, failed assessment, limited English proficiency, homeless, etc.), receiving special education services, or receiving Section 504 services. Priority will also be given to students who display poor attendance, struggle to meet behavioral standards or come from working families. CIS-ACE staff will then collect the completed forms from the students at school and begin enrolling them into scheduled activities.

To retain students, CIS-ACE will provide highly innovative, quality programs that will motivate students to attend on a regular basis. While program will be educational in scope and learning will be consistently taking place, activities will also be engaging, interactive and intentional. Each program will have a Student Leadership Team which will assist in activity development and implementation taking into consideration the wants and needs of all the students participating at that campus. Participation in student led activities co-facilitated by the Student Leadership Team will enhance recruitment and retention of regular attendees. These efforts, combined with continuous student surveying, will offer student voice and will ensure that students will be motivated to attend CIS-ACE frequently.

As part of the *CIS Basic Beliefs*, we believe every child should have a one-on-one relationship with a caring adult. CIS-ACE staff members and adult advocates have a history of establishing strong relationships with each individual student, motivating them to attend on a regular basis.

Increasing parental school bonding and participation in school activities has a positive impact on the attendance rates of students in out-of-school time programs. To engage adult family members, the Family Engagement Specialist will recruit parents and guardians of students to participate in the family activities including ESL, Adult Basic Education, computer literacy, financial literacy, parenting, health and wellness, and workforce readiness.

Student and adult attendance is monitored daily by site coordinators and weekly by the project director, family engagement specialist, CIS Executive Director and program evaluator. Of the 2,428 "regular" students in the 2014-15 school year, more than 70% of CIS-ACE students attended more than 60 days of program, more than 60% attended at least 90 days, and 28% attended more than 150 days of ACE program.

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

Center schedules were developed by identifying needs for student services based on information gathered from Campus Improvement Plans, school calendars, hours of operation, and feedback from administrators, teachers, parents, and students. Activities will be provided by CIS-ACE Activity Coordinators, certified teachers, expert facilitators, and volunteers from partnering agencies. CIS-ACE will provide a comprehensive, 5 day a week, structured program with a minimum of 13 weeks of service for participating students in the fall term, 18 weeks of service in the spring term, and 6 continuous weeks of service in the summer term. Each center will provide programs for a minimum of 37 weeks during the program year, in excess of the TEA required 35 weeks of service.

CIS-ACE will provide between 12.5 hours (2.5 hours per day) and 15 hours (3 hours per day) of out-of-school time programing Monday through Friday each week during the school year based on school day schedules. The following is a breakdown of activity schedules based on the hours of programming per week:

- **12.5 hours per week** - 1 hour dedicated to homework and academic achievement, 45 minutes of small group instruction and tutoring, and 45 minutes per day will be dedicated to enrichment activities.
- **15 hours per week** - 1 hour dedicated to homework and academic achievement, 1 hour of small group instruction and tutoring, and 1 hour per day will be dedicated to enrichment activities.

(Students not completing homework in the dedicated hour will be given additional time in a small group setting.)

In order to mitigate summer learning loss, CIS-ACE will provide students with extended opportunities by offering summer programming for a minimum of 6 weeks, 4 days a week for a minimum of 4 hours per day. Summer programming will consist of multiple sessions dedicated to academic enrichment opportunities in core subjects of reading, math, science and social studies as well as enrichment activities such as youth development, character education, fine arts, health and wellness, college and career readiness, educational field trips, and family engagement. The same grade levels served during the school year will be served during the summer term. Based on ISD summer operations, some centers may be combined to maximize CIS and district resources including food services, transportation and utilities.

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.

CIS-ACE has established a successful, rigorous policy and protocol to ensure student safety including the TEA required *ACE Safety Self-Assessment*, completed parental consent packets, campus emergency plan, student sign-in and sign-out, and student transition and dismissal. A written parental consent packet is required for each student and includes emergency contact information, identified persons with permission to pick-up, student health history information, acceptance of CIS-ACE code of conduct and mode of transportation.

CIS-ACE staff will be trained to follow all campus level emergency procedures. Appropriate authorities will be contacted in the case of campus level emergencies. At each center, the site coordinator and at least one activity coordinator will be trained and certified in CPR and First Aid. Each center will conduct semi-annual safety drills including fire, campus lockdown and shelter in place. Contact information for all local emergency services will be available to all center staff.

Students are required to sign-in and sign-out with CIS-ACE staff members so that accurate attendance and accountability can be maintained. As students transition from one activity to another, attendance will be taken by the activity coordinator or facilitator in charge of each of those activities. Each CIS-ACE staff member will be equipped with a mobile communication device used for relaying the transition of students during program hours.

When elementary students leave early, an authorized adult family member will sign them out. Students in 6th to 8th grade will be able to sign themselves out with a staff member. Each student's file contains an information sheet that guardians have completed which indicates exactly who the guardian has given permission to pick up the student. At the end of program students are divided into groups based on mode of transportation. A CIS-ACE staff member will note how each student leaves. Special accommodations will be made for walkers and bikers during daylight savings time to allow for safe travel. CIS-ACE has a policy that two adults will remain on campus until the last student has left.

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

CIS-ACE quality instructional design and delivery will provide optimum participation and student engagement using a blended educational approach. By providing face-to-face instructional delivery that embraces the 5 E's (engage, explore, explain, elaborate, evaluate), activities provide greater depth, complexity and relevancy in learning, and are greatly enhanced by teaching to various learning styles of the individual students (visual, auditory, and tactile-kinesthetic).

CIS-ACE collaborates with school day staff and administration at each center to align educational enrichment activities with the district/campus scope and sequence to provide strong foundational instruction. The afterschool program emphasizes content-specific vocabulary to reinforce basic skills, strategies and techniques utilized by the campus in the primary academic disciplines (language arts, mathematics, science, social studies, etc.). Also, comprehensive thematic teaching with interdisciplinary connections incorporates collaborative and project-based learning through science experiments, community service projects, research projects, technology exploration, physical education and fine arts activities. CIS-ACE contracts with an experienced master's level program instructional staff to formulate a highly populated database of interactive *ACE Activity Unit and Lesson Plans* which are intentionally planned to complement and enhance academic performance and achievement by incorporating current grade TEKS and age-appropriate activities. Research and evidence-based best practices utilized in CIS-ACE include *I-Read, Think Through Math, STRIDE Academy, Lego° Mindstorm, Success Maker, Mango Math, Lakeshore Learning* and *Accelerated Reading*. In addition, all CIS-ACE centers offer more than ten hours per week of small group tutoring by certified teachers and at least one hour per day of homework assistance and completion. CIS has a 30-year history of providing evidence/research-based positive youth development activities utilizing nationally acclaimed curricula such as *WhyTry* and *Second Step* which address character education, anti-bullying, conflict management, team building, student voice & choice, social skills and social-emotional learning. Post-secondary and workforce preparation activities connect students to real world experiences through college and university field trips, professional speakers from local communities, career fairs, entrepreneurial activities, internet sites such as Kids.gov and MonstersUniversity.com and hands-on experiences provided by community partners such as local businesses, non-profit organizations and industry.

CIS-ACE has amassed an extensive collection of over 1,000 continually evolving *Texas ACE Unit and Lesson Plans* formulated by program instructional staff, qualified site coordinators and highly trained activity coordinators. All lesson and unit plans are created for each activity, both academic and enrichment, to maximize student learning opportunities. To reduce educational gaps in learning, individual student deficiencies are identified by school day performance data and pre/post-testing for the purpose of developing intentional lesson plans. As students achieve success by mastering specific concepts and skills, future learning activities will be re-evaluated and new unit/lessons created to address changing gaps in learning. Student achievement and success will drive instructional planning, instructional delivery and outcomes. As students participate in academic lessons and thematic teaching units, they are given the opportunity to work independently and/or collaboratively with their peers on a variety of options for learning.

In addition to academic alignment, other core competencies will be considered while developing unit and lesson plans. Concepts will include self-awareness, self-management, social awareness, relationship skills and responsible decision-making. 21ᵘ century skills incorporated in activities include critical thinking, global awareness, environmental literacy, health literacy, collaboration and media literacy. Students are encouraged to be actively involved in activity development and provision through student leadership teams at each center. Students and adult family members will participate in continuous surveys and focus groups to provide additional data that guides program activities. Allowing the students to participate in planning ensures the provision of activities will be motivational and engaging. Frequently, in project-based learning, students will co-facilitate and lead activities on topics in which they have a high level of interest.

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

To ensure that all activities are aligned with identified student needs, the site coordinators conduct an extensive needs assessment at their respective campus. The site coordinator will review campus level STAAR testing data, student district assessments, attendance rates, promotion rates and discipline reports. That information is then utilized to determine which activities will be provided and which core subjects will receive the most emphasis in order to meet the identified needs.

CIS-ACE staff then collaborates with school day staff and administration at each center to align educational enrichment activities (science experiments, service learning projects, research projects, technology exploration, 3D Printing and fine arts activities) with the scope and sequence at each school. Learning projects are planned with consideration of the most recent TEKS, are grade level appropriate, and incorporate research-based curriculum and software such as *Kids College, Lego© Mindstorm, Success Maker, SnapCircuits, Lakeshore Learning, BigBrainz, WriteBrain, PCS Edventures* and *Accelerated Reader*. For students who are at greatest risk of academic failure, CIS-ACE centers will provide up to 20 hours per week of tutoring by highly qualified, certified teachers. Students are provided a minimum of one hour for homework completion and assistance daily focusing on grade improvement and meeting or exceeding all standards on STAAR exams.

CIS-ACE has amassed an extensive collection of continually evolving *Texas ACE Activity Unit Plans* and *Texas ACE Activity Lesson Plans* formulated by experienced program instructional staff and qualified site coordinators utilizing the TEA required *ACE Four Component Activity Guide*. The lesson/unit plans are created for every activity offered, whether academic or enrichment, to maximize students' learning opportunities. Each unit contains a lesson objective (SMART goal) and identifies which TEKS are targeted based on student learning gaps. As students achieve success by mastering specific concepts and skills demonstrated in post-testing, activities will be re-evaluated and new lesson objectives will be created to address changing gaps in learning to assist students to achieve positive outcomes.

In addition to academic alignment, other core competencies will be considered while developing lesson objectives. Concepts will include self-awareness, self-management, social awareness, relationship skills and responsible decision making. 21st Century skills will encompass critical thinking, global awareness, environmental literacy, health literacy, collaboration, and media literacy. Enrichment activities will specifically target these 21st Century skills while offering opportunities for advancement of social-emotional learning. College and workforce readiness activities will help students gain knowledge of potential career paths and post-secondary opportunities to include university, community college, technical school, and military service opportunities. Students at all centers will participate in a weekly *Beyond High School* activity allowing them to be continuously exposed to college life, goal setting, and expectations.

To maintain a positive learning environment, the staff to student ratio for all activities will be no greater than 1 to 22, and groups are typically smaller in size. For tutorials, the faculty to student ratio is no more than 1 to 12. In accordance with Response To Intervention (RTI), targeted tutoring groups will consist of 3 to 6 students to maximize learning opportunities. For homework assistance, students are placed in groups based on grade level. During this time staff, tutors and volunteers actively monitor all students and provide support on an as-needed basis either individually or through small group instruction.

To adapt instruction, site coordinators continuously monitor students' progress by reviewing report card grades, district assessment scores, attendance, and behavior referrals to gauge how well each student is performing in the school-day classroom. Pre/post-assessments, created to assess competence in the TEKS being taught, are conducted each term. With the use of highly qualified certified teachers, instruction in tutorial groups will be adapted to address the individual gaps in student learning by using various strategies such as reteaching, the use of manipulatives and technology based resources, cooperative learning, and connection to real world situations. Revisions in activity provisions and lesson objectives will be made to address student's most pressing needs or gaps in learning. Professional development on the 5-E model of guided instruction has been provided for program staff who will utilize this method to actively engage students in activities.

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

The primary role of the full-time Family Engagement Specialist (FES) is to build ongoing, goal-directed relationships between families, students and staff by providing families with strategies and resources to become more engaged in their child's education to improve student academic success. The FES will perform continuous assessments to determine the needs, strengths, and interests of the adult family participants from each center and create a structure that accommodates and supports family needs. In order to achieve program goals and objectives, the FES will work closely with the project director, to recruit diverse volunteers and increase community partnerships. Alongside the site coordinator at each center the FES will co-facilitate the direct delivery of family literacy activities, student showcases and community events.

The FES will provide ongoing trainings for center staff by utilizing the CIS-ACE "Family Engagement Toolkit" created by the CIS-ACE FES team and presented at national and state level conferences. The toolkit information will assist staff in understanding the importance of family engagement, the difference between family engagement and involvement, conducting needs assessments and gathering survey information, implementing effective communication strategies, executing the family engagement action plan, and strategies on how to market and promote family events.

Another major role of the FES will be to facilitate and maintain a Family Advisory Board (FAB) at each center, comprised of parents and CIS-ACE center staff. The FAB provides feedback from a parental perspective on program process, issues of importance, strategies to increase parent involvement, and co-facilitation of family activities throughout the year.

The FES will also facilitate the Parental Engagement Advisory Team comprised of site coordinators from each center with the purpose of developing approaches to strengthen family participation, increase communication with families and cultivate highly engaged parents.

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 (FES) will collaborate with the project director and site coordinators to recruit and establish continuous communication with families concerning students by utilizing orientations, phone calls, parent conferences, emails, flyers, newsletters, agency website, social media, open house events, FAB meetings, parent ambassadors and home visits if necessary. The FES will plan multi-campus and family events through active cooperation with site coordinators and community partners that will create opportunities for families to connect and increase school bonding. Adult needs assessments and surveys will be conducted to determine the types of activities families want and need.

The FES will make referrals to providers of adult education partnered with CIS and seek out additional adult learning opportunities by establishing linkages to other community agencies such as Adult Reading Center, Texas Agrilife, True to Life Ministries and Brazoria County Counseling. By participating in family literacy activities and adult education classes coordinated by the FES, parents will have the opportunity to develop the skills necessary to support their children in academic pursuits and career readiness.

A Family Resource Center will be established at each of the proposed centers which will include detailed listings of planned adult education classes, volunteer applications and opportunities, the current ACE Weekly Activity Schedule, job listings, educational materials for check-out, health and human service information, and center contact information. The FES will collaborate with district and campus administration, such as the Title I coordinator, instructional coaches, counselors, homeless and family liaisons to connect adult family members with available resources and services within the district.

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

Community needs assessments and campus family engagement plans reflect a primary need of strengthening the partnership between families and schools. To address this need CIS-ACE will host at a minimum one family literacy activity per month to foster positive relationships between CIS-ACE adult family members and school day staff. These monthly activities are pre-planned activities centered on literacy, science, technology, engineering and math (STEM), health and wellness, STAAR test tips/strategies, afterschool program awareness (Lights on Afterschool), the arts, and student, parent and volunteer recognition.

Ongoing adult services at each center will include academic nights, homework help, family reading, healthy living and parenting in order to facilitate parental engagement in their students' education. Family activities at each center will focus on understanding school expectations, how to access student data, TEKS awareness, and connection to school district services. Adult family member events held jointly by collaborating CIS-ACE centers at adjunct sites will educate families about college awareness, healthcare, safety, employment, oral hygiene, voter registration, the public library system, vocational training, and other topics of interest. These events will be planned by the FES in collaboration with partnering agencies to deliver targeted information to both students and adult family members.

CIS will continue its partnership with the Alvin Family Community Center (AFCC) and local ISDs to offer adult educational classes at no cost to participants. These classes will be ongoing and aligned with the district calendars to increase the participation by adult family members. To meet the needs of working families, classes will be offered during the school day, in the evenings and during the summer. Class schedules will be modified based on evolving participant needs. Learning communication skills through ESL classes will enable meaningful engagement between parents and their students' campus staff. Adult Basic Education (ABE) classes will be the precursor to GED and a gateway to college and career opportunities. CIS-ACE partner organizations will provide financial stability classes to help families with budgeting, saving, personal finances and establishing relationships with financial institutions. Computer literacy classes will help adult family members build marketable career skills and promote access to the children's academic progress through the use of school district, web-based programs. Additionally, CIS-ACE partners will offer GED and citizenship courses as well as nutrition, health and wellness, and art classes to all adult family members.

In collaboration with existing industry and community college partners such as DOW Chemical Company, BASF, LyondellBasell, Gulf Chemical, Freeport LNG, San Jacinto College, Brazosport College and Alvin Community College, CIS-ACE will host STEM literacy events that expose families to the importance of STEM and how it relates to students' futures. These industry partners will facilitate hands-on activities, demonstrations and educational opportunities for CIS-ACE families through STEM expos, family nights and presentations. These experiences will develop the foundation for producing critical thinkers, innovators and problem-solvers; connecting classroom lessons to real-world problems; college and career readiness; and fostering partnerships that provide informal learning opportunities for students and families.

CIS-ACE has established strong partnerships with Texas Children's Health Network, the Stephen F. Austin Community Health Network, Texas Agrilife, the Adult Reading Center, United Way of Brazoria County, Brazoria and Harris County Public Libraries, Junior Achievement, Girls Scouts of San Jacinto, and other organizations for the purpose of coordinating family activities at the proposed centers. The FES will foster partnerships with civic organizations such as Hispanic Chamber of Commerce, Retired Teachers Association, Senior Citizen's Center, Lion's Club, Rotary International, Kiwanis, Soroptimist, Delta Kappa Gamma Society International, Delta Sigma Theta Sorority, Omega Psi Phi Fraternity, and the Ministerial Alliance to secure volunteers and funding for adult activities. Volunteer opportunities for partners will include roles such as presenters, instructors, childcare providers, special event partners, program advocates, and student mentors. HEB, Kroger and other community partners will deliver literacy, service learning, and career recruitment opportunities as well as provide in-kind donations for families and events within the program.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 76-0242189		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.)				
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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	**Strategies for Cultural, Linguistic, or Economic Diversity**	**Students**	**Teachers**	**Others**
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☒	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
B18	Coordinate with community centers/programs	☐	☒	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☒
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☒
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☒
B99	Other (specify)	☐	☐	☐
Barrier: Gang-Related Activities				
#	**Strategies for Gang-Related Activities**	**Students**	**Teachers**	**Others**
C01	Provide early intervention	☐	☒	☐
C02	Provide counseling	☐	☐	☒
C03	Conduct home visits by staff	☐	☒	☐
C04	Provide flexibility in scheduling activities	☐	☒	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☒	☐
C06	Provide mentor program	☐	☐	☒
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☐

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 76-0242189	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): **17**

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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

Total Nonprofit Participants

Total nonprofit schools participating: **0**	Total nonprofit students participating: **0**	Total nonprofit teachers participating: **0**
No nonprofit schools participating: ☒	No nonprofit students participating: ☒	No nonprofit teachers participating: ☒

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

Participant Consultation: Development and Design Phase Consultation Methods

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

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

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

☐ How children's needs will be identified

☐ What services will be offered

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

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

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

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

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

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

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)	
County-District Number or Vendor ID: 76-0242189	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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