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 stamp)*
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
San Benito CISD	**031-912**		

Vendor ID #	ESC Region #		DUNS #
1746002224	**1**		**083137463**

Mailing address	City	State	ZIP Code
240 N Crockett Street	**San Benito**	**TX**	**78586**

Primary Contact

First name	M.I.	Last name	Title
Jack	**L**	**Garcia**	**Afterschool Program Director**

Telephone #	Email address	FAX #
956-361-6450	**jacgarcia@sbcisd.net**	**956-361-6505**

Secondary Contact

First name	M.I.	Last name	Title
Dr. Adrian		**Vega**	**Superintendent of Schools**

Telephone #	Email address	FAX #
956-361-6100	**avega@sbcisd.net**	**956-361-6115**

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
Dr. Adrian		**Vega**	**Superintendent of Schools**

Telephone #	Email address	FAX #
956-361-6100	**avega@sbcisd.net**	**956-361-6115**

Signature (blue ink preferred)   Date signed 3/24/2016

Only the legally responsible party may sign this application.

701-16-102-058

Schedule #1—General Information (cont.)		
County-district number or vendor ID: 031-912	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): **N/A**	End date (MM/DD): **N/A**
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: 031-912	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: 031-912	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #3—Certification of Shared Services

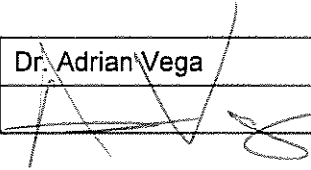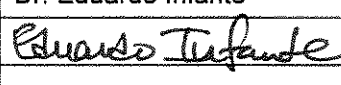| County-district number or vendor ID: 031-912	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	031-912 San Benito CISD	Dr. Adrian Vega	(956) 361-6115 avega@sbcisd.net	**$1,289,947**
Member Districts				
2.	245-902 Lyford CISD	Dr. Eduardo Infante *Eduardo Infante*	(956) 347-3900 eduardo.infante@lyfordcisd.net	**$484,694**
3.				
4.				
5.				
6.				
7.				
8.				

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#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 031-912 | Amendment # (for amendments only):

Member Districts

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
			Grand total:	$1,774,641

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 031-912	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The **CAPS** (Committed to Advancing Parents and Students) **Afterschool Academy** is a collaboration between San Benito Consolidated Independent School District (SBCISD) and Lyford Consolidated Independent School District (LCISD). The purpose of the program is to extend learning opportunities outside of the regular school day to improve educational outcomes in a region of Texas known as the Rio Grande Valley. For purposes of this application, San Benito CISD will serve as the fiscal agent and Lyford CISD will be the project partner.

The Rio Grande Valley has long faced obstacles when it comes to educational attainment and college completion. With a population of 1.3 million, the educational attainment of adults 25 years or older lags far behind national and state averages. For instance, 17% of the population has earned some college hours and only 11% have earned a bachelor's degree (U.S. Census Bureau, 2008-2012 American Community Survey). Given these challenging statistics, we believe by forming a partnership through the Texas 21st CCLC, we can make a bigger impact on the region. Furthermore, the goals and objectives of the Texas ACE program allows us to support students academically and ensure more high school graduates are on a path to college or a career.

The cities of San Benito and Lyford have joined together to create the CAPS Afterschool Academy because we share many similar characteristics. Located only 24 miles apart, our districts face the unique challenge of serving a large geographic region that includes several unincorporated communities. For example, students who attend Lyford CISD live in three of the four counties in Rio Grande Valley. Children from these areas spend about two-hours a day on a bus to attend school. The same is true for students in San Benito. Through our partnership, we have also found parallels in the demographic make-up of students and their academic performance. At both Lyford CISD and San Benito CISD, the percentage of at-risk and economically disadvantaged students are higher than the rest of the state. Students attending SBCISD are 63.1% at-risk and 76.3% economically disadvantaged. Whereas, the students enrolled at LCISD are 52.9% at-risk and 79.3% are economically disadvantaged (Texas Academic Performance Report, 2014-2015). In Texas, the percentage of at-risk students is 51.2% and the percentage of economically disadvantaged is 58.8%. In addition, our students' STAAR percent of phase-in satisfactory standards are almost identical. We share the same scores in Writing (70%) and Social Studies (65%) and opposite scores in Math and Science. San Benito students perform five percentage points higher in Math (83%), while Lyford excels by six percentage points in Science (78%) (Texas Academic Performance Report, 2014-2015). Given this information, we believe there is an excellent opportunity to collaborate. Through the CAPS Afterschool Academy we will serve families with a high need and share best practices to improve our students' academic performance.

The CAPS Afterschool Academy was designed by conducting a community/campus needs assessment and interviewing school district administrators, principals, parents, community leaders, and current afterschool staff. The process began in September 2015 and involved a series of interviews and meetings. Through this investigation, we identified the most pressing needs and discussed how we could leverage current district resources. It is important to note that San Benito CISD has been a recipient of past Texas 21st CCLC awards and we have created a strong sustainability plan. In fact, several of our schools have afterschool programs that are supported by local funds. Due to our success, we plan to support Lyford CISD by sharing best practices and guiding their staff to setup a program that can be sustained long-term. The CAPS Afterschool Academy will serve **995** students at **10** different learning centers: (4) elementary schools, (4) middle schools, (1) 9th grade academy, and (1) high school. The project will be managed by a Project Director, (10) Site Coordinators, (1) Family Engagement Specialist and other administrative staff including part-time teachers and instructors to assist with program activities. All activities are designed based on federal statutory and TEA program requirements and will be streamlined across all learning centers.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 031-912	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.

Activities designed for the CAPS Afterschool Academy were done with the Texas ACE objectives in mind to improve outcomes for students in academic performance, attendance, positive behavior, grade promotion and graduation rates. Our program is focused on changing the behaviors of our students and families with reasonable milestones. However, through our community and campus needs assessment we also identified two overarching themes that will be integrated throughout our programming: **mentorship** and **personal well-being**.

Research shows that a mentor-protégé relationship is one of the most effective relationships that can occur in a variety of settings (Allen & Eby, 2007). More importantly, it has a positive impact on an individual's academic, social, career, and personal life. Our program will institute a mentor model throughout our 10 learning centers. The goal is to have older students mentor younger students who are transitioning from one point in their educational journey to another. For example, data shows (Christie & Zinth, 2008) that the transitional years in a student's education particularly from middle school to 9th grade is an area that often goes unnoticed or addressed when working with students. In our afterschool program, high school students will support middle school participants and provide advice about the transition from middle school to high school. A fall and spring curriculum will be designed that includes various activities these mentors will follow so they can support their mentees. Mentorship will also take place with elementary students moving onto middle school. Mentors will be nominated by their school principals and they will attend training prior to participating in our program. Students will earn a certificate of completion and community service hours for participating in the mentorship program.

The second overarching theme of the CAPS Afterschool Academy is personal well-being. Currently, the cities of Lyford and San Benito are facing hard economic times. It has taken our communities much longer to recover from the recession and economic struggles at home are seeping into our schools. With a household median income between $24,000-$26,000, the unemployment and poverty in our communities is high (U.S. Census, 2015). During campus interviews, principals and teachers accounted several incidents on how poverty-stricken circumstances are spilling into school life leaving families with little support on how to deal with the social and emotional turmoil. Currently, San Benito CISD does not have a social worker available for afterschool nor does Lyford CISD. We believe trained professionals available during our afterschool program at all our centers will be critical. We have collaborated with the University of Texas Rio Grande Valley counseling and social work programs to utilize our centers as internship sites for their master's and doctoral students. These individuals will provide a set number of open counseling sessions per week and provide workshops focused on personal well-being to help families cope. This curriculum will be focused on the positive ways students and families can handle both home and school stress. We believe this new initiative will have a profound impact on our families' social and emotional well-being.

Ultimately, the CAPS Afterschool Academy will be the first of its kind. Rarely have school districts come together to address the educational struggles of a larger region. By utilizing the strengths of San Benito CISD's past Texas ACE programming, this grant has the potential to not only impact families in one district but two. Furthermore, this application will support all three schools in Lyford CISD which they have not had the opportunity to experience through Texas 21st CCLC funding. The budget was designed with the input of school administrators and stakeholders from both districts. In the end, we prepared a program that meets TEA guidelines, incorporates innovative practices, and addresses the needs of families in both districts.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-912			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	$1,332,320	$15,000	$1,347,320
Schedule #8	Professional and Contracted Services (6200)	6200	$219,561	$0	$219,561
Schedule #9	Supplies and Materials (6300)	6300	$114,564	$0	$114,564
Schedule #10	Other Operating Costs (6400)	6400	$60,500	$0	$60,500
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes X No	
Total direct costs:			$1,726,945	$15,000	$1,741,945
1.877% indirect costs (see note):			N/A	$32,696	$32,696
Grand total of budgeted costs (add all entries in each column):			**$1,726,945**	**$47,696**	**$1,774,641**

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$480,194	$4,500	$484,694

Administrative Cost Calculation	
Enter the total grant amount requested:	$1,774,641
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:	$88,732

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: 031-912		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1	Teacher		30	$275,000
2	Educational aide		30	$195,000
3	Tutor			$0
Program Management and Administration			
4	Project director (required)	1		$50,000
5	Site coordinator (required)	10		$425,000
6	Family engagement specialist (required)	1		$38,000
7	Secretary/administrative assistant	1		$32,000
8	Data entry clerk			$0
9	Grant accountant/bookkeeper			$0
10	Evaluator/evaluation specialist	1		$15,000
Auxiliary			
11	Counselor			$0
12	Social worker			$0
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13	ESC specialist/consultant			$0
14	ESC coordinator/manager/supervisor			$0
15	ESC support staff			$0
16	ESC other			$0
17	ESC other			$0
18	ESC other			$0
Other Employee Positions			
19	Part-Time Administrative Assistant	1		$15,000
20	Part-Time Program Assistants	20		$90,000
21	Curriculum Specialist	1		$45,000
22		Subtotal employee costs:		$1,180,000
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay		$0
24	6119	Professional staff extra-duty pay		$14,160
25	6121	Support staff extra-duty pay		$10,039
26	6140	Employee benefits		$143,121
27	61XX	Tuition remission (IHEs only)		$0
28	Subtotal substitute, extra-duty, benefits costs			$167,320
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$1,347,320**

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)		Page 13 of 66
County-district number or vendor ID: 031-912	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:	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Staff Trainings: Contracted services for staff to improve performance, implementations, strategy development, or operational improvement.	$4,000
2	Parental Involvement Contracted Services / ESL & Adult Courses	$6,000
3	Program Staff & Direct Cost for Consultants: Contracted Services for enrichment activities such as: Fine Arts, Dance, Chess, Fitness, etc.	$204,561
4		$0
5		$0
6		$0
7		$0
8		$0
9		$0
10		$0
11		$0
12		$0
13		$0
14		$0
b.	Subtotal of professional and contracted services:	$214,561
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$5,000
	(Sum of lines a, b, and c) Grand total	$219,561

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: 031-912	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$114,564
	Grand total:	**$114,564**

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: 031-912	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.	$5,500
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$10,000
6413	Stipends for non-employees other than those included in 6419	$0
6419	Non-employee costs for conferences. Requires authorization in writing.	$0
Subtotal other operating costs requiring specific approval:		$15,500
Remaining 6400—Other operating costs that do not require specific approval:		$45,000
Grand total:		**$60,500**

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
center	**Schedule #11—Capital Outlay (6600)**			

County-District Number or Vendor ID: 031-912	Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**6669—Library Books and Media (capitalized and controlled by library)**			
1		N/A	N/A	$0
**66XX—Computing Devices, capitalized**			
2			$	$0
3			$	$0
4			$	$0
5			$	$0
6			$	$0
7			$	$0
8			$	$0
9			$	$0
10			$	$0
11			$	$0
**66XX—Software, capitalized**			
12			$	$0
13			$	$0
14			$	$0
15			$	$0
16			$	$0
17			$	$0
18			$	$0
**66XX—Equipment, furniture, or vehicles**			
19			$	$0
20			$	$0
21			$	$0
22			$	$0
23			$	$0
24			$	$0
25			$	$0
26			$	$0
27			$	$0
28			$	$0
**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				$0
			Grand total:	**$0**

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

Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 031-912	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:			11,018	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	5	.1%	Attendance rate	95.4%
Hispanic	10,903	99.0%	Annual dropout rate (Gr 9-12)	.8%
White	92	.8%	Students taking the ACT and/or SAT	60.9%
Asian	5	.1%	Average SAT score (number value, not a percentage)	1238
Economically disadvantaged	8,431	76.5%	Average ACT score (number value, not a percentage)	16.9
Limited English proficient (LEP)	2,612	23.7%	Students classified as "at risk" per Texas Education Code §29.081(d)	63.1%
Disciplinary placements	287	2.3%		

Comments

Since San Benito CISD is the fiscal agent, information provided above is based on demographic data for students and teachers in our district. It is important to note, when comparing Lyford CISD our data is very similar.

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

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	4	.5%	No degree	12.3	1.7%
Hispanic	642.1	88%	Bachelor's degree	635.4	87.1%
White	76.4	10.5%	Master's degree	80.6	11.1%
Asian	2	.3%	Doctorate	1	.1%
1-5 years exp.	191.7	26.3%	Avg. salary, 1-5 years exp.	$42,480	N/A
6-10 years exp.	153.9	21.1%	Avg. salary, 6-10 years exp.	$43,911	N/A
11-20 years exp.	160.9	22.1%	Avg. salary, 11-20 years exp.	$46,354	N/A
Over 20 years exp.	148.5	20.4%	Avg. salary, over 20 years exp.	$58,232	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 031-912								Amendment # (for amendments only):							

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

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	50	75	100	100	75	75	120	120	120	80	30	30	20	995
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	50	75	100	100	75	75	120	120	120	80	30	30	20	**995**

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 031-912	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.

The process for determining the needs of our program began in September 2015. By meeting with both community and campus stakeholders, we identified how the program could assist families particularly those in most need.

Our process began with a series of presentations and one-on-one meetings in San Benito and Lyford. Once information was presented about the Texas ACE program, individuals were asked to meet with their respective teams (teachers, counselors, parents, students and staff) to identify key areas the Texas 21st CCLC grant could best support their schools. We provided a needs assessment worksheet and asked that it be submitted upon completion. We also visited with community members and collected data on the programs and services they felt were most important for their families.

During our one-on-one meetings with campus leaders we spoke in depth about at-risk students and students we describe as 'on the bubble'. Through our experience, we have found that extended programming not only benefits students who perform poorly but those who could use additional support to move beyond average test scores or grades. It has also been our experience that recruiting 'on the bubble' students lessens the competition that occurs when the majority of at-risk students are in tutorials afterschool. The students who do not qualify for tutoring are excellent candidates for additional afterschool experiences.

Once we collected data from our meetings and the worksheets, we analyzed the information and categorized the recommended activities into the four Texas ACE components: academic assistance, enrichment, parental engagement, and career/college readiness. We eliminated any activities that did not support the goals and objectives of the grant. The next step involved the selection of the learning centers.

In San Benito, there are 19 schools of which 9 are currently grant funded. We examined the remaining 10 and determined 6 schools feed into one 9th grade academy. These campuses are unique and serve many of the rural and unincorporated neighborhoods of the city. When speaking with the principal of the 9th grade academy, he stressed how important it is to begin working with families early. Since six schools filter into his campus, he is dealing with many academic and social issues that were not addressed early on. The principal shared that summer school for the 9th academy is full each year and some ELL students are still reading at the elementary level. Needless to say, support along this pipeline would greatly benefit all campuses and promote students through 9th grade and beyond. Therefore, we selected elementary campuses (3) that feed directly into the middle schools (3) that are served by the 9th grade academy. A total of 7 campuses from SBCISD will be included in this grant. The final three learning centers are located at our partner site which includes Lyford CISD's elementary, middle, and high school. Lyford has only three campuses and afterschool programming has not been in place since 2009. All campus leaders are eager to have additional support.

The CAPS Afterschool Academy will address the gaps identified through the needs assessment process. For example, at LCISD we learned the 2014-15 STAAR, 6-week mock testing at LCISD elementary indicated an area of weakness with regards to revising and editing skills. An academic activity we will be designing to address this performance is theatrical play writing. Students will write short stories while their peers serve as editors, reading and revising the stories. This engaging activity will keep the attention of young students while addressing some of the academic shortfalls identified. This is just one example of the strategies we are incorporating to identify gaps and create programming that will meet the needs of students and families. Overall, we conducted a thorough process to identify gaps and ensure the CAPS Academy fulfills our communities' needs.

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 031-912	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.	Social/Emotional Support	One of the critical areas we will be addressing is personal well-being. As shared, this is a key focus of the grant. Not only will we address disciplinary reports, but we also want to identify students with special social/emotional needs. We will be collaborating with the University of Texas Rio Grande Valley to increase the number of certified counselors/social workers to serve our families and students during afterschool.
2.	Academic Support	Academic performance remains a top priority for our program. We will intentionally recruit students who are in need of academic support. Site coordinators will work with teachers/principals to gather a list of recommended students who are 'on the bubble' or in most need of afterschool programming. A pre/post assessment on all academic activities will be conducted to evaluate students' performance. SMART goals will be designed for each activity and lesson plan.
3.	Promotion for LEP/ESL Students	One risk factor for dropout is lack of promotion. It effects students' self-esteem and makes progress towards graduation difficult. Our districts serve a high number of ESL students who are often held back. In an effort to support day-time instruction, we will provide literacy and language support afterschool. This will allow students more opportunities to practice the English language and gain the confidence to do better in school.
4.	Transitional Support	Research continues to show that "transition years" are a decisive turning point for many students, especially for dropouts. In fact, during the transition to middle school and high school, academic performance and attendance declines (Roderick, 2012). We will be addressing this national trend, by incorporating a mentor program led by students to provide support along these transition years. Students will be nominated by school principals and earn a certificate of completion and community service hours.
5.	Dropout Prevention	The number **one** risk factor for dropout is missing too many days of school. The CAPS Academy will be collaborating with the PEIMS campus clerks and attendance officers to discover the root of absences/truancy in our districts. The family engagement specialist will work with families to create a plan to engage students.

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Schedule #14—Management Plan		
County-district number or vendor ID: 031-912		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	Bachelor's degree, minimum of 5yrs experience in education field. Strong supervisory and budget management skills with ability to manage a diverse team. Program evaluation and data reporting experience a plus. Teacher certification or Master's preferred.
2.	Site Coordinator(s)	Bachelor's degree, minimum 2yrs experience in education field. Strong organizational and leadership skills, prior supervisory and budget management experience a plus.
3.	Family Engagement Specialist	Associate's required, Bachelor's preferred. Minimum 2yrs of parental and/or community programming. This full-time position will plan, coordinate, and implement Family Engagement Programs at each of the (10) centers.
4.	Evaluator	Master's or Ph.D. in education, sociology, or related field. Formal training in research and/or evaluation. Program evaluation experience w/cultural sensitivity towards diverse populations.
5.	Other	Certified teachers and consultant experts to provide instruction for Texas ACE activities. Work closely with Site Coordinators to plan, develop, implement lesson plans and student activities.

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 & Attendance Performance	1.	Perform campus needs assessment	08/12/2016	08/26/2016
		2.	Campus committee develops criteria for selection	08/12/2016	08/26/2016
		3.	Campus committee reviews previous year data	08/12/2016	08/26/2016
		4.	Recruit students who need academic support	08/22/2016	09/02/2016
		5.	Enroll all eligible participants	08/22/2016	Open
2.	Improve Behavior	1.	Perform campus needs assessment	08/12/2016	08/26/2016
		2.	Campus committee develops criteria for selection	08/12/2016	08/26/2016
		3.	Campus committee reviews previous year data	08/12/2016	08/26/2016
		4.	Recruit students who need social support	08/22/2016	09/02/2016
		5.	Enroll all eligible participants	08/22/2016	Open
3.	Improve Promotion	1.	Perform campus needs assessment	08/12/2016	08/26/2016
		2.	Campus committee develops criteria for selection	08/12/2016	08/26/2016
		3.	Campus committee reviews previous year data	08/12/2016	08/26/2016
		4.	Recruit students who need academic support	08/22/2016	09/02/2016
		5.	Enroll all eligible participants	08/22/2016	Open
4.	Improve Graduation Rates	1.	Perform campus needs assessment	08/12/2016	08/26/2016
		2.	Campus committee develops criteria for selection	08/12/2016	08/26/2016
		3.	Campus committee reviews previous year data	08/12/2016	08/26/2016
		4.	Recruit students who need academic support	08/22/2016	09/02/2016
		5.	Enroll all eligible participants	08/22/2016	Open
5.	Improve Family Engagement	1.	Perform campus needs assessment	08/12/2016	08/26/2016
		2.	Campus committee develops criteria for selection	08/12/2016	08/26/2016
		3.	Family Engagement Specialist recruits families	08/12/2016	08/26/2016
		4.	FES informs families of program goals	08/22/2016	09/02/2016
		5.	Enroll all eligible participants	08/22/2016	Open

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: 031-912	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director provides oversight of the grant by monitoring daily operations, enforcing district policies/procedures, and training program staff on the procedures outlined in the Texas ACE Blueprint, Cycle 9. At the start of the year, a center delivery plan and campus needs assessment is conducted at each site (10) to align activities with learning and participation outcomes.The annual assessment and program implementation assurance also provides guidance as to whether the programming is TEA compliant. Project and center plans will include timelines and methods for monitoring goals and objectives. Feedback received through our external evaluator will also provide insights to changes or adjustments needed.

The Project Director and Site Coordinators will conduct weekly observations of all activities to monitor for consistency. During staff meetings, Site Coordinators will share best practices for meeting program goals. The team will identify effective instructional strategies and meet with their individual "CAPS Campus Committee" to solicit feedback or make programmatic changes. Mid-semester assessments will be conducted at each center with program staff, campus teachers, principals, and parents to determine if there are needs for improvement. The Project Director and Site Coordinators will conduct budgetary reviews monthly to closely monitor fiscal spending. Should significant changes in programming occur, the Project Director will send a center-wide email to all principals. The Site Coordinators will notify program staff and updates will be provided to the community via our website, newsletter and special announcements. A formal notice will also be provided to the Community Advisory Council.

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.

Currently, we do not have an afterschool program like the CAPS Academy; however, SBCISD does have afterschool programming. Over the years, SBCISD has established buy-in from the community and educational leaders. We have continually proven the worth of afterschool programming and plan to spur this same interest and investment in Lyford. The lessons we have learned with establishing long-term support and commitment is that it takes time. It is difficult for any district to replace 100% of the funds provided by federal or state grants, so we have worked slowly to integrate pieces of the afterschool program that are manageable for any school budget. We also work with community partners to solicit free or in-kind services to allow us to continue the type of programming we establish through Texas 21st CCLC funds. For example, we work annually with Texas State Technical College to staff our programs. They provide $20,000 of in-kind staff support through their work study program. SBCISD has also invested local funds to support 6 full-time staff to manage our current program. We secured these funds by working with a community advisory task force and involving the local community in our work. By showcasing the afterschool program through free community plays, concerts, recitals, fashion shows, and other events we demonstrate the importance of the work we do.

For this grant, we will incorporate similar efforts and build upon our current partnerships. For example, the CAPS Academy will collaborate with the University of Texas Rio Grande Valley to integrate counselors and social workers into our program. They will provide over $100,000 of in-kind staff support through their graduate internship/practicum program. Through our new Community Advisory Council, we will begin working on a strategy to secure funds for the staff and activities. Furthermore, we will collaborate with our local parental involvement program and discuss the types of activities they can provide once the grant is complete. We will also encourage district administrators to consider offering future Title I funds to support academic instruction and the new mentor program.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 031-912	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.	Quasi-experimental design	1.	Staff identify a comparable group of students with regular CAPS students
		2.	CAPS participants perform better than control group (grades, attend., etc.)
		3.	CAPS participants reflect a higher level of engagement than control group
2.	Pre & Post Surveys	1.	Administer student, parent, and teacher survey at start of semester
		2.	Administer student, parent, and teacher survey at end of semester
		3.	Compare results to determine if there was change in responses
3.	Observations	1.	Observe protocols and activities administered at each site
		2.	Observe students' response to teachers and activities
		3.	Observe parents' response to teachers and activities
4.	Individual & Group Interviews	1.	Conduct individual interviews with program staff during site visits
		2.	Conduct focus group interviews with parent group that represent 10 sites
		3.	Conduct focus group interviews with student group that represent 10 sites
5.	Quantiative Analysis	1.	Compare TX21st grant program data to student data from PEIMS
		2.	Run analysis on TX21st grant program data between 10 centers
		3.	Run descriptive analysis on all data reported in the TX21st

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.

This evaluation includes both quantitative and qualitative methods of data collection and analysis. By utilizing the logic model for Texas ACE centers, the evaluator will examine program resources, review implementation of practices, study activity and participation outputs, record intermediate outcomes, and determine the program's impact.

Along with the logic model, the evaluator will have access to grant program data and student data from PEIMS. The evaluator will be assigned access to TX21st to view program data such as: enrollment, demographics, attendance, and activity information. We will also work closely with the PEIMS Coordinator so that the evaluator can collect information on student grades in core content areas, student attendance during regular school day, behavior reports, and pre/post assessment of tutorials.

In order to refine, improve, and strengthen the program, the evaluator will meet with the Project Director and Program Staff four times a year. Our process will be guided by the evaluation plan provided in the Texas ACE Blueprint, Cycle 9. The initial visit will take place at the beginning of the fall semester and involves: (1) generating the 21st CCLC program theory of change for grantee and center level activities; (2) using the logic model to capture the current program structure in the six designated component areas; and (3) generating program evaluation questions based upon the logic model framework for each center. The main goal of this visit is to determine if the CAPS Afterschool Academy is a well-designed program. The second visit will occur in the late fall and will provide an opportunity for the evaluator to assess whether the program components were implemented. The third visit will take place after the start of the spring semester and will focus on verifying outputs (activities/participation) for the fall-term. It will also be a chance for the evaluator to review the original logic model and make adjustments. At this point, the evaluator will submit an interim report and discuss preliminary findings with the Project Director. The main goal of the third visit is to assess whether students and families are actively participating in the program. Finally, the fourth site visit is for the evaluator to make comparisons between the fall and spring semesters and determine whether the program implemented effectively made a difference. The evaluator will share results with key stakeholders through one-on-one meetings, working meetings, and formal presentations to district administrators, parent groups and community advisory council. The evaluator will also prepare a final report (as recommended by TEA) that will be published online through our program website.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031-912	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.

Below provides an example of the activities we have planned. Bus transportation will be provided for participants to travel safely from the center to home. Some centers will utilize the transportation provided by the school district for tutorials to transport afterschool students.

ACADEMIC:

Homework Club: support students in getting ahead with class assignments
Write All About It: play writing, blogging, journalism to strengthen students' writing, revising, and editing skills
Robotics: hands-on building that teaches students of S.T.E.A.M. (Science, Techonology, Engineering, Art and Math)
CODE IT: coding classes to teach basic computer science skills through instructional games
Pop-Star Reading: adults reading to young children to encourage reading and to help build a home library
Test Masters: provides practical skills to help students learn new strategies for taking test, writing notes, and studying
Voces: language skills activity focused on supporting students with reading, writing and speaking English
It's Your World: hands on social studies activities focused on improving STAAR performance
MATHtastic: hands-on math activities focused on improving STAAR performance

ENRICHMENT:

Transition Mentors: mentor program set up to support students with their transition to middle and high school
My IPod: activities to teach students musical instruments such as rock band, mariachi, and orchestra
D&D Club: dance and drama where students will perform community shows
ME First: classes focused on anti-bullying, character building, conflict resolution, nutrition, etiquette, and fitness
Commu&ME: classes on community gardening, graffiti cleanup, and community service

COLLEGE & WORKFORCE READINESS:

A range of classes will be organized on college preparation and worforce readiness. There will be a focus on TSI testing to prepare student to enroll in college credit/dual enrollment courses while in high school. We will also organize a conference with guest speakers to share information about various professions. Local community colleges will be invited to discuss certification programs available to students.

FAMILY & PARENTAL SUPPORT *(please see pg. 43)*

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.

CAPS Afterschool Academy will use a variety of methods to disseminate information to participants.

They include:
- Collaborating with school administrators to disseminate school-wide announcements through daily intercom notices, parent/teacher meetings, bulletin boards, school flyers, and other school-related marketing options;

- Utilizing the CAPS and district website to publically inform the community of the afterschool program, especially of program registration, events, locations, contacts and schedule information;

- Inform members of the Parental Involvement Department, Parent Teacher Organization, Special Education Department, Gifted/Talented program, Migrant program, Teachers Association, and other district service departments;

- Organize a showcase at a local community center to introduce the afterschool program and staff;

- Announce program activities and events in the local newspaper, school newsletters, TV news and radio centers;

- Hold registration and informational booths during campus open-house.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-912	Amendment # (for amendments only):

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

Intentional programming is a cornerstone of the CAPS Academy and the roadmap we use to improve campus and student academic achievement. First, getting students to participate consistently and on a sustained basis over time is the first critical step for students to achieve the desired program outcomes. The Project Director will ensure Site Coordinators achieve participation goals set for each Center by monitoring attendance. An effective way this is accomplished is through positive encouragement and competition. The Project Director will keep posters on a wall at the main office with each centers' goal. As Coordinators reach/maintain their goals, a star is placed on their Center. If the Site Coordinator reaches the desired attendance goals, they are recognized at the end of term staff meeting and provided a certificate of achievement. Second, our staff is responsible for high quality reporting. Site Coordinators are constantly evaluating activities and reporting data on a daily basis. Such intense oversight allows our staff to repond to issues or pitfalls in our program immediately. Third, given our teacher to student ratio (1:15) and small class sizes, we are able to provide high quality instruction. CAPS participants will receive a high-level of attention and there will be a consistent evaluation of their progress. Lastly, below are other methods we will used to evaluate progress and ensure overall success:

- Conduct pre and post tests to evaluate participants' progress in academic-based activities
- Align school day curriculum with CAPS academic-based activities
- Continue monitoring and oversight by the CAPS Curriculum Specialist
- Create a consistent format of academic programming throughout centers
- Keep Site Coordinator actively involved with campus needs assessments and grade level meetings
- Target participants that are referred by Teacher/Principal, particularly those in most academic in need
- Coordinate conference time with students to create an academic plan or discuss any issues
- Establish an award system to recognize students when they achieve milestones in our program

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.

The CAPS Afterschool Academy will be working with various organizations to leverage public resources. One non-profit that we are excited to collaborate with is United Way and their Pop Star Reading Program. This partnership promotes literacy and involves local community members who serve as guest readers to our participants. These volunteers read to participants once a month and when they are done reading, the book is donated to the student. This program encourages students to build a book library and feel comfortable reading a story they are now familiar with at home. Another non-profit organization we will be working with is the Salvation Army. This organization focuses its efforts on supplying low-income families with housing, work, medical assistance and other social services. Given the broad array of programs they have available for families, our Family Engagement Specialist will be making referrals for families in need of support. Our program will also be actively engaged with our local higher education partners. The federal work-study program at Texas State Technical College provides in-kind services by assigning student staff to our centers. The University of Texas at Rio Grande Valley will be providing similar services by providing master's and doctoral students who will provide counseling sessions and workshops at all our centers. These efforts take coordination and should this application be funded, these organizations have already made the commitment they will be on board to support our students and families.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-912	Amendment # (for amendments only):

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

All activities provided by CAPS Afterschool Academy will be developed using the Center Service Delivery Plan.

- Activities will be planned to supplement the school day content by using a variety of instructional methods.
- By hiring certified teachers, we will have the support of trained individuals to help us align academic activities with TEKS/STAAR and district performance standards.
- Academic activities will be aligned with SBCISD and LCISD curriculum.
- Whenever possible, small group instruction or one-on-one guidance will be provided to support students at risk of academic failure.
- Hands-on learning will be integrated in all activities to encourage student participation and attendance.

By establishing on-going monitoring procedures at all centers we can ensure grant goals and objectives are met. Site Coordinators will collect required program data and enter into TX21st daily. The Project Director and Site Coordinator will conduct center and activity observation to monitor student and family engagement.

The CAPS Campus Committee will periodically meet to evaluate student data and determine on-going progress from assessments that may include:

- MVRC (My virtual reading coach)
- TPRI (Texas Primary Reading Inventory)
- SMI (Scholastic Math Inventory)
- SRI (Scholastic Reading Inventory)
- PEIMS' report cards

They will also analyze documents in cumulative folders that may help keep a record of obstacles students may be facing in different areas of their life. For example, discipline issues, referrals and incidents at home (i.e. family crisis, homelessness, etc.). All these efforts and processes will ensure we meet the measures of effectiveness as described in the authorizing statute.

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

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

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

As discussed throughout this application, a main feature of the CAPS Afterschool Academy is that it serves two school districts. Our intention for this partnership goes well beyond priority points for this application. We truly believe that by partnering with another district in the Rio Grande Valley, we can collectively begin to change the larger issues facing our region. This inititative has taken much collaboration and trust-building by both parties. We have carefully planned and discussed how the program will be executed and created an MOU that clearly outlines our agreements. As we look to national and local models of effecting change, we do believe the theory of "collective impact" is a positive strategy to accomplish our goals. Furthermore, throughout this application we have made a strong case as to why we decided to collaborate and we are certain our activities will address the needs of both communities.

Since the needs of both districts have been incorporated into our needs assessment, we will be able to streamline programming across all ten centers. Whether a Site Coordinator is assigned to Lyford or San Benito, they will receive the same training and support regardless of their center location. A high-level of communication will be maintained with each school district through the Project Director. He/she will be visiting all centers on a regular basis and keeping both district informed of any concerns or issues. A Lead Site Coordinator will be designated in Lyford as a key individual to communicate with the Project Director of any daily concerns. The Lead Site Coordinator will also serve as the main line of contact for the Lyford program and will report directly to Lyford's Superintendent office so issues remain at a high-level of priority. As noted in the MOU, performance evaluation of Site Coordinators at Lyford CISD will take place in coordination with Lyford administrative staff. This process will ensure a fair and thorough process is conducted when evaluating employees. In the MOU, we have also outline the process for a smooth transfer of funds and reimbursements. Since SBCISD is the fiscal agent, we will draw down funds and reimburse Lyford CISD in a timely fashion and as noted within two-weeks. We have also accounted for a variance in district policies. For instance, should any district vote on pay raises, we have agreed to meet and discuss how this will affect the overall program. Furthermore, since grant funding is set should a district decide to provide salary increase then these changes will be paid with local funds. Overall, our MOU was designed with careful attention to detail and with security measures so that the CAPS Afterschool Academy best meets the needs of both districts.

We are excited about our partnership with Lyford CISD and we look forward to being part of new initiative that is making positive change in a region of Texas like the Rio Grande Valley.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The resources that will be provided by the proposed community learning centers (10) ranges from sharing transportation costs to classroom space. All principals of the campuses where afterschool programming will be provided are on board to support the program. For instance, we will be utilizing technology classrooms at the campuses that serve as the location for our computer courses. We will have access the internet and school computers for CAPS participants. Campus principals also allow our participants to make use of the recreational facilities or cafeterias to host large events such as health fairs, plays, dances, or exercise. We also have strong support to display important information on approved sites around campus for our program schedule, upcoming events, or special announcements. Another resource that will come in very helpful to our families is sharing transportation. We have receive preliminary commitments from sites that afterschool participants can ride buses provided for tutorial students. This will be a significant cost saving for the afterschool program.

As discussed, we have several measures in place to assure the needs identified through the community/campus assessment and evaluation process are being met. First, each Center will have a CAPS Campus Committee. This committee consist of key individuals at each campus that will support the Site Coordinator to: (1) develop criteria for participant selection; (2) review and access previous year's data; (3) promote the program to students and parents; and (4) meet monthly to ensure the program goals are aligned with the campuses' needs. Any recommendations provided through the evaluation process will be shared with the CAPS Campus Committee. As a team, the Site Coordinator and committee will determine the best method for making changes or adjustments to the program. The Site Coordinator will also gather feedback from campus teachers by attending weekly meetings and also distributing periodic teacher surveys. By working closely with each campus principal and the CAPS Campus Committee, the Site Coordinator will have a strong network of support and direct access to information regarding the critical needs of the students at each community learning center.

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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.

San Benito CISD has over 17 years of experience providing extended learning to families in our community both grant and non-grant funded. We have been a recipient of five Texas 21st grants (Cycles 1, 3, 5, 6, 8). Through this time, we have gained the experience and knowledge on how to create and implement activites that have a direct impact on our students' academic performance, achievement, development, postsecondary and workforce preparation. We have supported other Texas ACE programs by presenting on best practices for creating sustainability plans, designing strong safety protocols, and establishing effective management systems. It is important to note that Texas ACE programs and Texas 21st CCLC has changed over time. In every instance that we have applied we push ourselves to provide services for our most needy students. Every grant we have been awarded has had a different focus and outcome. For instance, our current Cycle 8 grant focuses on youth in detention centers and academic boot camps. Given research on the school-to-prison pipeline, we wanted to support students that are suspended and have little services like Texas ACE to help them turn their lives around. Given our humble success, we are dedicating Cycle 9 to a new effort. As we shared, the Rio Grande Valley is faced with difficult educational and economic challenges. We believe through this new application, we can broaden our focus by partnering with Lyford CISD to make a bigger impact. Rather than continuing the trend of competing with other districts in the area, we have decided to come together to make a difference. Similar to Cycle 8, we will have research-based activities to address educational trends affecting our students. In this case, we are addressing the pitfalls of "transitions" between grade levels. Our peer mentor program, led by students, will provide practical peer advice to help students with these difficulties. With that said, one of the greatest successes afforded through Texas 21st CCLC funding is our chess program. In 2000, SBCISD implemented a Chess Academy as an enrichment activity to stimulate critical thinking and healthy competition. Since starting this program, students have advanced to regional contests and won national competitions. We are proud to share that this year, teams from around the district will be competing in nationals and we recently became home to the 2015-16 Texas Girl's K-1 Chess Champion. The Chess Academy grew from an enrichment activity to a district-wide program that now offers training by a recognized grandmaster from Cuba. Chess is only one example of how we garnered support and maintained our program long-term.

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.

San Benito is home to one of the largest "Winter Texan" population in the state. Many of these senior citizens are retired teachers and make excellent volunteers for our program. In fact, many Winter Texans have participated in our afterschool program in the past and bring a refreshing perspective to the Texas ACE program. They are skilled educators and add a rich diversity to our staff.

In an effort to recruit senior volunteers, we will organize a Volunteer Fair at the beginning of the year and specifically reach out to the local retirement community, Fun n' Sun. We will promote the Fair by posting flyers at the Fun n' Sun community center and informational boards. Senior volunteers that do sign up will be interviewed by the Project Director to discuss their qualifications and the best placement in the program. We intend to offer various incentives for their time, including the opportunity to participate in our health fairs, 5K race, and adult education classes. We will also hold a celebration at the end of the year to thank all our volunteers. Seniors working with students will be fingerprinted and undergo a criminal background. They will also participate in any required program staff training. It will be optional for volunteers to be certified in CPR and first-aid.

We believe working with senior volunteers provides a unique opportunity to bridge their experience with our staff and hopefully alter the perception young adults sometime have when working with older populations. We also believe this volunteer experience will provide an opportunity for senior volunteers to use their time to give back to the local community.

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

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

Attached to this application are letters of support from educational elected officials of San Benito CISD and Lyford CISD. These individuals have committed to supporting the program during the entirety of the grant, and have agreed to play an active role in securing local resources to ensure the program continues after the grant.

To garner support over the course of the grant, program staff will keep school board officials informed of the measured impact Texas 21st CCLC funds have on the lives of students and families. The Project Director will present information once a semester to both boards outlining the improvements on academic performance, attendance, behavior, promotion and graduation rates. It is important to note, San Benito CISD has already shown a commitment to honoring past Texas 21st sustainability plans by providing local funds to support afterschool programming at 6 of our 19 schools. This support includes offices, facilities, classrooms and financial resources to hire the necessary staff to run the program. Since it will be Lyford CISD's first attempt at establishing a sustainability plan, the Project Director will work closely with the district to establish buy-in for afterschool programming.

Another strategy we will employ to create sustainability for our program is to partner with organizations that already offer services that are free and available to families. The Boys and Girls Scouts of America have excellent programs that teach students a range of leadership skills. We have learned through our needs assessment that Lyford does not have a troop in their community. Families currently travel to other cities to participate. One of our goals is to work with the Boys and Girls Scouts Troops in San Benito to support Lyford in setting up their own chapter. Informational sessions will be held for parents and a call for a local sponsor (Troop Master) will be sought for the community. Another example is setting up internships with local businesses to provide practical skills for students. We believe by collaborating with local business owners we can exemplify the impact afterschool can have on the community and hopefully, garner future sponsorships or funding for the program. Below outlines a general yearly timeline for implementing the sustainability plan.

Year 1: In order to incorporate the CAPS Afterschool Academy into the local budget, the Project Director will present to SBCISD and LCISD school boards the costs to sustain the program. Year one will be dedicated to getting our work in front of educational leaders and sharing data regarding our impact. At this time, the Project Director will notify the board that a request for funding in Year 2 is needed to account for the 3% reduction in grant funding.

Year 2: In Year 2, the Project Director will present an abbreviated list of the expenses that require local funding. Following districts' policies, the first meeting will occur in early Fall with the board's curriculum committee. The second meeting will be in April of the following year to meet with the finance committee. The Project Director will make a formal request to support the 5% reduction in grant funding in Year 3. The proposal will prioritize academic activities and any other expenses that are critical to the program's success.

Year 3: In Year 3, the Project Director will meet with all program staff (prior to the school board meetings) to prepare a long-term proposal of the funding needed to continue the CAPS Afterschool Academy. The Project Director will consider abbreviating the program and will outline the staff and operating supplies needed to continue the program. The Project Director will prepare a final proposal to sustain the CAPS Academy once grant funding has ended.

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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.

Given that the CAPS Afterschool Academy is located in Lyford and San Benito, we decided to organize **two** community advisory councils. Upon meeting with stakeholders in both districts, there was a high interest from community members to serve on the council. Both community advisory councils will be involved in creating program awareness, providing ideas for program implementation, and supporting program staff to develop a sustainability plan to sustain programming after the life of the grant.

Each district will hold two meetings a semester (excluding summer) and participate in one joint council meeting at the end of the academic year. Meetings will be well-documented with prepared agendas, sign-in sheets, and minutes. The purpose of these meetings is to report on the academic and enrichment advancements of our students and families, showcase any key successes regarding academic progress, and to gather feedback.

The memberships of these councils will consist of no more than 20 members per council and include individuals such as: city and school board officials, parents, business owners, non-profit organizations, university/college representatives, health service providers, and afterschool program staff. It will be required that the Project Director and Family Engagement Specialist attend all meetings.

Below is an example of the council's membership:

- Project Director
- Family Engagement Specialist
- Lead Site Coordinator
- City or School Board Official (2)
- Parents (4)
- Local business owner (1)
- University/College Representative (2)
- Non-profit organizations (2)
- Principals (3) Elementary, Middle, High School
- Service providers (2) i.e. Texas Instruments, Boys and Girl Scouts of America, Region One

Here is a general list of the individuals already interested in joining the council: Henry De La Paz (Mayor, Lyford); Yolanda Moon (Business Owner, San Benito); Celeste Sanchez (Mayor, San Benito); Adriana Guerra (Parent, San Benito); Irma Mondragon (Community Member, Lyford); Ben Vera (Business Owner, Lyford); Cissy Infante (Business Owner, Lyford) and Gwen Lofton (Community Member, Lyford).

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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.

San Benito CISD has managed previous Texas 21st CCLC grants and is familiar with guidelines and requirements necessary to run an effective program. In the past, our program has served as a model for other afterschool programs and staff has presented at state conferences on best practices for safety, sustainability and program management. We believe the key to an effective management plan involves strong communication with staff and program partners, on-going staff training, accurate tracking and data collection, and program monitoring and evaluation.

Given the number of staff needed to run the CAPS Afterschool Academy, it is important there are clear lines of communication with school partners and afterschool staff. Currently, all ten principals at our selected sites have expressed a commitment to the program. They have agreed to promote the program to students and parents as well as support our staff. Approval has also been received for the appropriate classrooms and facilities to accommodate afterschool participants. Lastly, during our initial meetings we encouraged principals to involve Site Coordinators in weekly teacher meetings so they are aware of any issues or concerns at the school or with students. Once the grant is awarded, the Project Director will meet with each principal to review these protocols and discuss hiring recommendations for Site Coordinators.

Once the CAPS Academy staff is hired, the Project Director will hold biweekly staff meetings with Site Coordinators. Meetings will include topics such as program goals, tracking attendance, and TEA requirements/training. These meetings will also be dedicated to monthly seminars led by Site Coordinators on innovative practices occurring at their home campus. At the beginning of the school year, a center budget will be provided to each Site Coordinator to plan activities and hire staff based on their campus needs. Expenditures must adhere to district policies and will require prior approval by the Project Director. The Project Director will meet with Site Coordinators monthly to evaluate the status of their budgets and to monitor progress towards their program goals. To ensure support from district administrators, the Project Director will meet periodically with superintendents and campus principals at SBCISD and LCISD to discuss programming updates and issues.

At the community learning centers, Site Coordinators will meet with grant center staff on a weekly basis. These meetings are designed to discuss scheduling, programming, training and any other procedures discussed at Administrative Staff Meetings. Site Coordinators will ensure all center staff complete orientation and are familiar with policies/procedures provided through the Texas ACE Blueprint (rules, forms, lesson plans, etc.). For the safety of students, Site Coordinators will be trained on the district's code of conduct, compliance procedures, as well as be trained in CPR and first-aid. All (10) Site Coordinators will receive two-way radios to communicate with grant center staff during programming. With regards to special emergencies, site coordinators will call and email the Project Director if an accident concerning a student has occurred. This will provide a record of the incident and prepare the Project Director, as well as, the principal of any potential parent meeting regarding the incident the following morning.

Finally, to ensure the CAPS Afterschool Academy is having a positive impact on students' attendance, academic performance, behavior, promotion, and graduate rates we will meet with the project evaluator twice a semester. During the initial meeting we will work with the evaluator to develop Center logic models for each of our sites. We will discuss the activities planned and how we can be on target to improve outcomes for students.

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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: Berta Cabaza Middle School		
9 digit campus ID#	031-912-041	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	$6^{th} - 8^{th}$		

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:	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: 2	Center Name: Miller Jordan Middle School		
9 digit campus ID#	031-912-042	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	$6^{th} - 8^{th}$		

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:	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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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: Riverside Middle School		
9 digit campus ID#	031-912-043	**Distance to Fiscal Agent (Miles)**	N/A
Grade Levels to be served (PK-12)	$6^{th} - 8^{th}$		

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				

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: Veterans Memorial Academy		
9 digit campus ID#	031-912-007	**Distance to Fiscal Agent (Miles)**	N/A
Grade Levels to be served (PK-12)	9th		

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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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: Landrum Elementary		
9 digit campus ID#	031-912-106	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	K – 5th		

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:	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: Frank Roberts Elementary		
9 digit campus ID#	031-912-109	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	K – 5th		

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:	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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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: La Encantada Elementary		
9 digit campus ID#	031-912-112	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	K – 5th		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	125
Number of Adults (parent/ legal guardians only) to be served:	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: Lyford Elementary		
9 digit campus ID#	245-902-106	Distance to Fiscal Agent (Miles)	24.8 miles
Grade Levels to be served (PK-12)	K – 5th		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	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 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: Lyford Middle School		
9 digit campus ID#	245-902-041	Distance to Fiscal Agent (Miles)	24.9 miles
Grade Levels to be served (PK-12)	$6^{th} - 8^{th}$		

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				

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: Lyford High School		
9 digit campus ID#	245-902-001	Distance to Fiscal Agent (Miles)	24.9 miles
Grade Levels to be served (PK-12)	$9^{th} - 12^{th}$		

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.

Through our afterschool program we will identify and recruit students who are in most need of academic assistance. Prior to the program start date, the Project Director and principal will form the "CAPS Campus Committee" at each site to include the Site Coordinator, teachers, assistant principals, counselors and other vital campus employees. The role of the committee is to identify students most in need of academic assistance and other potential candidates for the program. Once these recommendations are made, the CAPS Afterschool Academy will send a formal letter to parents notifying them that their child has been selected to participate in our program. Parents will have a specific deadline to which they must respond and reminders will be sent regarding the enrollment period. Included in this letter will also be a flyer with a general outline of the activities and events planned for the semester. We will also take this opportunity to invite the parents/families to enroll as well. Once the deadline has passed, the program will move to open enrollment where other participants can register. Once the program is up and running, the CAPS Campus Committee will meet periodically to review test results and share information regarding the participants' progress.

It is important to note, that our strategy to recruit students is also intentional and we will pay particular attention to:

- Evaluating which students are basic/proficient/advanced on statewide tests including: STAAR, benchmarks, SRI, SMI, TPRI, Tejas LEE, etc.
- Students with learning disabilities and/or enrolled in special education programs
- Students who are in the process of Response to Intervention (RtI)
- Students from economically disadvantaged groups
- Students with Limited English Proficiency (LEP)

We will also ensure that each center has an equitable amount of programming based on the needs of their campus. For example, if the school is struggling to meet state compulsory standards our programming will be heavily focused on academics with a lesser extent of all other activities (i.e. 60% academic assistance, 20% enrichment, 20% college/career).

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

- • Dates anticipated for the Fall Term: August 29, 2016 through December 16, 2016
- • Dates anticipated for the Spring Term: January 9, 2017 through May 19, 2017
- • Dates anticipated for the Summer Term: June 5, 2017 through July 13, 2017

The total number of weeks for the CAPS Afterschool Academy is **39 weeks**. Centers #1 through #3 are middle school sites and will offer afterschool activities Monday through Friday from 3:40pm to 6:40pm. There will be 15 hrs per week of consistent programming. These centers will also offer 3 hrs of Saturday programming once a month from 9am-Noon.

Center #4 includes the 9th grade academy and will offer afterschool programming in the morning and afternoon. Activities will run Monday through Friday from 7:15am-8:15am and 4:15pm-6:15pm. A total of 15 hrs per week will be offered at this site, including 3 hrs on Saturday from 9am-Noon once a month.

Centers #5 through #7 are elementary school sites with afterschool activities running Monday through Friday from 3pm to 7pm. There will be 20 hrs per week of programming, including Saturday activities once a month from 9am-Noon.

Centers #8 through #10 have later release times. Afterschool activities will be offered in the morning and afternoon. Activities at Center #8 will run Monday through Friday from 7am-8am and 3:50-6:50pm. There will be a total of 20 hrs of programming per week, including 3 hrs on Saturday from 9am-Noon once a month. Center #9 and #10 will offer programming from 7am-8am and 4:10-6:10pm, as well as, Saturday classes once a month from 9am-Noon.

Summer programming will run at all 10 centers for 6-weeks with a total of 20 hrs/week, Monday through Thursday from 8am-1pm. No Saturday programming will be offered during the summer.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CAPS Afterschool Academy will have thorough procedures to ensure our students, parents and staff are safe at all times. We will utilize the Texas ACE Blueprint safety measures guidelines and set up mock emergency scenarios to remain vigilant and prepared should an emergency occur. The Texas ACE Blueprint Safety Self-Assessment will be conducted at the beginning of each semester with Site Coordinators and school administrators.

A "CAPS Safety Team" will be formed and they will conduct walk-throughs at all 10 sites at the start of each semester to survey classrooms and program areas. The goal of these walk-throughs is to create an emergency plan for each site, identify emergency exits, evaluate safety equipment, secure doors/windows, and document "blind spots". Blind spots are areas that students may interact with other students without direct eye-contact or supervision. Center staff will be trained in basic first-aid and CPR. Also, safety procedures and policies will be documented in the Parent and Program Staff Handbook. In addition, the safety team will devise code words to centralize students and staff to one area during weather or hostile situations. Code words are important in order not to trigger panic or disorder during hostile situations. To maintain records of all participants, every individual is required to sign-in and out. Incident reports will be completed by Site Coordinators should a child be injured. If a situation or injury occurs, Site Coordinators will call the parent or legal guardian immediately as well as notify the Project Director. An email will also be sent to the school principal to document the incident. The CAPS Safety Team will keep safety procedures and policies up-to-date and ensure they are being followed. We will consult with the Superintendent as the lead authority to cancel programming should a life-threatening situation occur.

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

Site Coordinators will be required to periodically meet with campus administrators and their CAPS Campus Committees to obtain a schedule of TEK's being taught each term. Center staff are required to mirror skills taught during classroom instruction by utilizing the Texas ACE Blueprint activity worksheets and lesson plans. Activities will include a hands-on review of items that students have been introduced to in their daily classroom and previously learned subjects. The CAPS Campus Committee will communicate with CCLC tutoring and classroom teachers to ensure progress is being made by analyzing benchmarks and local data throughout the term.

Included below are some of the benchmarks that will help us achieve the desired campus and student outcomes:

- Conduct a yearly evaluation of the campus needs assessment at all 10 centers
- Review Beginning of the Year (BOY) and Middle of the Year (MOY) campus needs assessment to ensure the CAPS Academy activities are aligned with campus targets making adjustments when needed.
- Align program activities with Campus Improvement Plan.
- Compare district improvement plan expectations.
- Utilize previous year test results to set benchmark.
- Analyze BOY/MOY/End of the Year (EOY) test scores to determine progress or gaps.
- Conduct pre/post student surveys to gather feedback and assessment of academic progress.
- Periodically evaluate lesson plans and activity worksheets to ensure learning outcomes are on target.
- Schedule site visits by district curriculum specialist to ensure program activities are aligned.

Including in this grant is a CAPS Curriculum Specialist. This individual will oversee all program issues related to academic alignment at all 10 centers. He/she will work closely with Site Coordinators and provide recommendations to the Project Director regarding school day academic compliance and changes/adjustments needed to meet these needs. The CAPS Curriculum Specialist will hold campus trainings for all non-certified CAPS staff members who need additional training in classroom management. The CAPS Curriculum Specialist will ensure all CAPS teachers are utilizing effective classroom management skills and incorporating different learning techiques to keep students engaged.

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

The teacher/student ratio of our classroom instruction is 1:15 (adult/student). If a larger number of students are present in an activity, we follow the TEA program guidelines of 1:22. Many of our activities incorporate small group learning to encourage the importance of working in teams and to provide an intimate setting. If there are a large number of students interested in an activity, we divide those students into smaller groups. Activities are supervised and provided by certified teachers, along with qualified academic instructors at all times.

In order to ensure our instruction is adaptable to the needs of all students, we incorporate an array of strategies. First, we ensure that the Site Coordinator works closely with individuals that serve special populations at the schools. For example, nurses, RtI teachers, instructional coaches, bilingual teachers, dyslexia teachers, and all special ed teachers. Our staff makes modifications to their instruction/activities by incorporating different learning styles (visual, audio, kinesthetic), organizing students in small groups, providing frequent breaks for smaller children, conducting checks throughout the activity, and including praise and repeated instruction to ensure students are engaged.

In our program we will be dealing with a large number of Spanish-speakers therefore, we hire certified teachers that are comfortable and culturally competent to engage with ESL students. In addition to these teachers, we also hire bilingual certified teachers. When working with special populations or those students struggling academically, our instructors utilize a variety of tactics such as: making lessons visual, finding a connection to students' culture or first language, scaffolding, and even allowing silent breaks for students to translate and comprehend. We also allow extended time for discussion and modify the level of vocabulary so that the learning environment we create is encouraging and safe.

Along with these strategies, we will rely on our social worker/counseling staff at each Center to help us engage with at-risk youth who are on the cusp of dropping out or failing. We believe by working with these students on a personal level we can intervene early and develop a plan that will move them in a positive direction. Our work with these students will not be superficial, instead we will devise a plan (case by case) on how we can integrate safety nets for these students to get on the road to success.

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

   The role of the Family Engagement Specialist (FES) is to provide families with active and meaningful engagement in their children's education. The Family Engagement Specialist is also available to encourage parents and/or family members to participate in opportunities for literacy and related educational development. It is important he/she develop strong relationships with families and connect them to the appropriate resources when needed.

   The Family Engagement Specialist will work with the Project Director and Site Coordinators to assess the needs of families at each center and develop specialized programming. While the main focus is on the parents, the family engagement specialist must also be attuned with students' academic performance. Ultimately, parents need to be aware and informed on how they can support their children and help them to be successful. The FES will also focus on improving families educational experience whether that be through GED classes, ESL courses, college and career sessions, computer literacy, or healthy activities.

   The FES will also work closely with both districts' Department of Family Involvement and Attendance. The Department hires part-time Parent Educators and the FES will consult with these individuals to gather program ideas. Through this collaboration the FES can promote current programs through this office or consult with Parent Educators for new ideas. Logistically, the FES will maintain accurate records and enter data into the TX21st system. The FES is responsible for clearly communicating with all program staff about the various activities planning to engage 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 meet with the Project Director, Site Coordinators, and CAPS Campus Committees at the start of each semester to discuss campus needs. Recruitment efforts will involve disseminating flyers, brochures, and applications at all 10 sites to promote family activities and enroll participants. An events calendar will be maintained through the CAPS Afterschool Academy website and the FES will make presentations at various parent meetings to market services to families.

   Along with consulting with Parent Educators through the Department of Family Involvement, a "CAPS Family Committee" will be formed to provide ideas and support the development of a family resource center. Monthly workshops will be designed and led by school educators/counselors to discuss with parents: various teaching and homework strategies, school curriculum and testing, and tips on dealing with student stress or behaviors. These workshops will be provided in Spanish and English and will rotate at our various sites. Another goal of our program is to create a centralized parent resource center equipped with internet access, computers and printers. We believe this resource will encourage many families to participate, particularly those without access to technology. Through this resource center we will provide technology related trainings and support parents/families with computer literacy courses. At this location we will have detailed information about the CAPS Academy including schedules, upcoming events, and activities. Our team of social workers and counselors will also provide workshops at this center to support parents. Parents will also be notified of where they can meet with social workers/counselors for one-on-one counseling available at all other sites.

   Finally, we plan to work with local institutions of higher education (the University of Texas Rio Grande Valley and Texas State Technical College) to provide information about extended learning opportunities for students and their family members.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Along with our Resource Center, we plan to offer a variety of activities to support the overall success of our families. As noted in our executive summary, we will be serving a significant number of families that are unemployed and in need of additional support. A large portion of our families are Hispanic and of this population a majority are Spanish-speakers. We have created a list of activities we believe can best support our families.

Academic:
- GED Classes will be offered ongoing throughout the year and located at each Center based on need.
- ESL Classes will be offered ongoing throughout the year and located at each Center based on need.
- Adult certification courses in electrical, surveying, carpentry, plumbing, and welding. Two classes will be offered per semester depending on certification time requirements and Center needs.
- Computer literacy & technology courses will be offered ongoing throughout the year at the Resource Center.
- Health and Wellness courses offered 1 – 2 times per week all year and at each of the Centers based on need..

Enrichment:
- Exercise classes such as zumba, yoga, and cardio throughout the year at each Center based on interest.
- Sewing and craft classes throughout the year at each Center based on interest.
- Monthly Family Fun Night to include a night of games, educational movies, book club, and talent show. Event will take place at one location and rotate among all 10 centers throughout the year.

College and Career:
- College for Parents, a monthly workshop focused on the college application process, financial aid, entrance exams, and college experience. Provided at a central location for parents to attend.
- Careers for Parents, a monthly workshop featuring professional guest speakers offering tips on resumes, job interviews, employment search, and cover letters. Provided at a central location for parents to attend.
- Certifications for Parents, a monthly workshop focused on various certification programs (EMT, radiology, phlebotomy, etc.) to help parents gain additional skills. Provided at a central location for parents to attend.

Parental Engagement:
- Practical Parenting, a workshop provided for new parents and those struggling with raising children. Provided at a central location for parents to attend depending on interest.
- Family Leadership Training, a 6-weeks one-hour seminar course on strengthening leadership skills such as professional speaking, community engagement, volunteering, and more. Provided at various locations depending on interest.
- Education First, a 6-weeks one-hour seminar for parents to learn more about students' classes, graduation plans, and pathways. Provided at various locations depending on interest.

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Schedule #18—Equitable Access and Participation			
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No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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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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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-912		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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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: 031-912	Amendment number (for amendments only):

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

Total Nonprofit Schools within Boundary

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

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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: 031-912	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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