Texas Education Agency
Standard Application System (SAS)

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

		FOR TEA USE ONLY
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
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	*Place date-stamp here.*
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #
Pharr-San Juan-Alamo ISD	108909			
Vendor ID #	ESC Region #			DUNS #
1746001876	1			02338840670000

Mailing address		City	State	ZIP Code
601 East Kelly		Pharr	TX	78577-4905

Primary Contact

First name	M.I.	Last name	Title
Daniel	P.	King	Superintendent
Telephone #	Email address		FAX #
956-354-2000	drking@psjaisd.us		956-354-3000

Secondary Contact
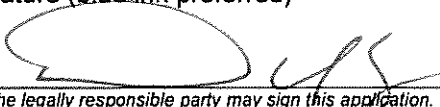
First name	M.I.	Last name	Title
Narciso		Garcia	Deputy Superintendent
Telephone #	Email address		FAX #
956-354-2000	narciso.garcia@psjaisd.us		956-354-3008

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
Daniel	P.	King	Superintendent
Telephone #	Email address		FAX #
956-354-2000	drking@psjaisd.us		956-354-3000

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-16-102-085

Schedule #1—General Information (cont.)

County-district number or vendor ID: 108909	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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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108909	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: 108909	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: 108909	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.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	

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colspan="6"	**Schedule #3—Certification of Shared Services (cont.)**
colspan="4"	County-district number or vendor ID: 108909	colspan="2"	Amendment # (for amendments only):
#	colspan="1"	**County-District # and Name**	**Authorized Official Name and Signature**	**Telephone Number and Email Address**	**Funding Amount**
colspan="6"	**Member Districts**
9.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
10.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
11.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
12.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
13.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
14.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
15.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
16.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
17.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
18.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
19.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
20.	County-District #		Name N/A	Telephone number	Funding amount
	County-District Name			Email address	
**Grand total:**	

colspan="2"	**For TEA Use Only**
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment	
County-district number or vendor ID: 108909	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 108909		Amendment # (for amendments only):	

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 108909	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.

Pharr San Juan Alamo Independent School District (PSJA ISD), a state leader in education innovation, with the Boys & Girls Club of Pharr and stakeholders, proposes PSJA Afterschool Community Engagement (ACE) Program. PSJA ACE is a full service academic success and enrichment model targeting the 67.49% English Language Learner (ELL) population of 10 *at risk* elementary and middle school campuses with 92.3% *at risk* students and 94.5% of students considered economically disadvantaged. The negative correlations of poverty and children and their later life outcomes have been widely documented. Research indicates that the education level of a parent is a significant predictor of a child's educational achievement and behavior outcomes. Educated parents raise children with healthy self-perceptions when it comes to their academic abilities. Through mega analyses of experimental and quasi-experimental studies, Coley and Baker, 2013 found that children growing up in poverty complete less schooling, earn less as adults, and are more likely to receive public assistance.

Many students who attend PSJA ISD live with their families in *colonias*—Spanish for low income, unorganized neighborhoods characterized by the lack of safe, sanitary, and sound housing, where many go without basic services such as potable water, adequate sewage systems, proper drainage, paved streets, and public utilities (TDHCA, 2013). PSJA serves an extremely impoverished community including the most disadvantaged parts of southern Pharr, Texas called Las Milpas. Las Milpas was formerly known as a *colonia*, a neighborhood of substandard housing. Despite improvements, the poverty rate remains over 40% collectively. For this reason, PSJA ISD is seeking a federal promise zone designation. The most impoverished census tract is 21804, with a poverty rate of **60.47%**. See Table #1 below.

21,303	21,401	21,500	21,600	21,804	21,901	22,003	22,004	22,800
37.67%	57.97%	39.22%	42.21%	60.47%	42.07%	50.3%	24.18%	41.21%

PSJA ISD is located in the Rio Grande Valley in Hidalgo County, Texas along the northern border of Mexico known simultaneously for its explosive economic growth and some of the highest poverty rates in the United States with 53.1% of households with a child under 18 years of age lives below poverty. The per capita income in Hidalgo County is only $14,525 compared to the State of Texas' $26,513. (U.S. Census Bureau, 2015) Only 11.1% of PSJA residents have a college degree, compared to the State of Texas average, 26.7% according to U.S. Census 2014 updates. The 32,589 PSJA ISD student enrollment is 99.05% Latino. Through a comprehensive needs assessment over one year with strategic planning capitalizing on campus improvement plans, the Education Workgroup of the USHUD Promise Zone application determined the following which informed the PSJA ACE project development process and campus selection.

PSJA ISD's Top Priority Education Need Identified: Reduce poverty by increasing college readiness, ELL on time promotion and graduation rates with innovative strategies and partnerships.
Rationale and Evidence: The High Scope Perry longitudinal study (Schweinhart et al, 2005) demonstrates that high quality early childhood programs prepare children for future success in school, work, and life. According to the Annie Casey Foundation report 4th graders who are not reading proficiently are more likely to become part of the nation's lowest income, least skilled, lease productive citizens. The study cited parent engagement as vital to childhood development.
Strategies and Methods:
   A. PSJA ISD and Region 1 ESC have adopted a **Cradle to College Success Strategy (CCSS)** for professional development.
   B. Improve ELL on-time promotion rates using effective classroom applications of CCSS.
   C. Improve ELL graduation rates using effective classroom applications of CCSS.
   D. Increase direct support services to students through targeted Response to Intervention tutoring, counseling services, behavioral strategies, and case management.
   E. Improve college readiness by improving family engagement.

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

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 108909	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.

DESCRIPTION OF THE PROGRAM:

Academic Success Model - The proposed program seeks to improve academic performance, grade promotion rates, and graduation rates through Academic Activities. The activities will be provided after-school and during the summer at each campus by district and grant staff, and partnering Community-Based Organization (CBO). Based on a need assessment performed, each of the participating 21st CCLC students will be offered one-on-one, group, computer based tutoring and homework assistance in Mathematics, English Language Arts and Reading, Science, and Social Studies. By providing participants with access to these additional resources, the district is confident it can address the identified academic needs.

Youth Development Activities - District staff and partners will offer community service learning programs and cognitive development activities such as: Drug-and Violence-Prevention; Counseling Programs; Art; Music; Character Education; Nutrition and Cooking, Sports Clinics; and Zumba and Aerobics. The Boys and Girls Club will provide activities that include art, music, and physical education. Moreover, the Cities of Pharr, San Juan, and Alamo will provide Drug Abuse Resistance Education (DARE), counseling, safety programs, recreational events and field investigations.

College Readiness Activities - PSJA ISD's College Readiness Initiative: College Ready. College Connected. College Complete (C^3) will continue to be emphasized throughout the activities. PSJA ISD is leading the way in Early College Education with over 3,500 high school students enrolled in college courses each semester. Currently the district has eight (8) Early College High Schools, which is why high school campuses are not included in the PSJA ACE. BGC Pharr College Readiness Programs such as CollegeReady and Be Great Graduate will promote not only an atmosphere of a college going culture but also help students prepare for college with career exploration and post-secondary planning. The district will provide student career interest resources; personalized student portfolios; graduation and post-secondary planning; career entry requirements; career assessment and planning; college search and match tools; college entrance requirement information; and virtual tours for over 7,500 U.S. colleges.

Family Engagement Activities - Family Engagement Activities will be provided for participating students parents/guardians. Family Engagement Activities will include classes for parents to improve skills: Computer Literacy; Adult/Family Education; Life Skills; and Employability Skills. PSJA ISD's Parental Engagement Department will collaborate with 21st Century Community Learning Center grant staff to increase the number of parents engaged in their child's education. PSJA ACE will continue to provide family engagement activities that will promote strong relationships with family, school and community partners, to improve student achievement, to improve student attendance, to improve grade promotion and graduation rates, and to increase opportunities for families to become actively engaged in their child's learning.

ALIGNMENT OF PURPOSE AND GOALS WITH NEW AND EXPANDED SERVICES:

By providing these structured activities, the district will focus on promoting and reinforcing positive behaviors in participants, improving academic performance, increasing school day attendance, increasing grade promotion and graduation rates; thus, addressing the needs identified in the community assessment. PSJA ACE will implement the Critical Success Factors Model to achieve the goals and outcomes of the grant program. Milestones will be implemented as key processes to ensure Critical Success Factor goals and outcomes are aligned and meeting the ultimate program goals of helping students meet state and local academic achievement standards and helping students graduate ready for college and the workforce. Even though PSJA ISD provides afterschool tutorials, they are offered on an as needed basis and only if funding is available. By providing students and their families' access to academic, youth development, college readiness, and family enrichment activities through this grant, the district can target core problems that lead to the at-risk behaviors. The proposed programming will not supplant any local, state, or federal funding.

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

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 108909				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	$573,030.00	$0.00	$573,030.00
Schedule #8	Professional and Contracted Services (6200)	6200	$120,000.00	$23,000.00	$143,000.00
Schedule #9	Supplies and Materials (6300)	6300	$100,000.00	$3,400.00	$103,400.00
Schedule #10	Other Operating Costs (6400)	6400	$125,000.00	$5,924.00	$130,924.00
Schedule #11	Capital Outlay (6600)	6600	$0.00	$0.00	$0.00
	Consolidate Administrative Funds			☐ Yes **X** No	
Total direct costs:			$918,030.00	$32,324.00	$950,354.00
1.627% <u>indirect costs</u> (see note):			N/A	$15,462.00	$15,462.00
Grand total of budgeted costs (add all entries in each column):			**$918,030.00**	**$47,786.00**	**$965,816.00**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$0.00	$0.00	$0.00
Administrative Cost Calculation					
Enter the total grant amount requested:					$965,816.00
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:					$48,291.00

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.

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

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 108909			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	0	0	$0.00
2	Educational aide	0	0	$0.00
3	Tutor	0	0	$0.00
Program Management and Administration				
4	Project director (required)	1	0	$60,000.00
5	Site coordinator (required)	10	0	$200,000.00
6	Family engagement specialist (required)	1	0	$35,000.00
7	Secretary/administrative assistant	0	0	$0.00
8	Data entry clerk	1	0	$20,000.00
9	Grant accountant/bookkeeper	0	0	$0.00
10	Evaluator/evaluation specialist	0	0	$0.00
Auxiliary				
11	Counselor	0	0	$0.00
12	Social worker	0	0	$0.00
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant	0	0	$0.00
14	ESC coordinator/manager/supervisor	0	0	$0.00
15	ESC support staff	0	0	$0.00
16	ESC other	0	0	$0.00
17	ESC other	0	0	$0.00
Other Employee Positions				
19	N/A	0	0	$0.00
20	N/A	0	0	$0.00
22			Subtotal employee costs:	$315,000.00
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$0.00
24	6119	**Professional staff extra-duty pay** – Teacher supplemental pay to teach enrichment classes for fall/spring/summer is $30,000/10 sites= $3,000 per site/$27.50 hourly rate=109 hours available extra-duty pay.		$30,000.00
25	6121	**Support staff extra-duty pay** – Paraprofessionals supplemental pay to assist sites during fall/spring/summer is $15,000/10 sites=$1,500 per site /$12.00 hourly rate= 125 hours available. **Supplemental Pay for ACE Security**- to secure safe environment during fall/spring/summer is $50,000/10 sites=$5,000 budget for each site.		$65,000.00
26	6140	**Employee benefits** – Per Salary: FICA @7.65%; Worker's Compensation @ 1.35%; Teacher Retirement System @ 9.85% and Group Health Per Employee: $6,828.00		$163,030.00
27	61XX	Tuition remission (IHEs only)		$0.00
28		Subtotal substitute, extra-duty, benefits costs		$258,030.00
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$573,030.00**

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108909	Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$0.00
	Specify purpose: N/A	
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$0.00**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	**Student Mentoring Consultant** will provide Mentors for Power Hour (Core Subject Supplemental Support); Smart Moves (student prevention and youth development activities); and Triple Play (student recreational activities). (2 Mentors Per Site) $45,600.00/10 sites = $4,560.00 per site	$45,000.00
2	**Intensive Academic Student Services** will be provided in all core subjects based on needs assessment: tutoring services; parent involvement training; and a book club at each center will be integrated to increase student literacy skills. $20,000.00/10 sites = $2,000.00 per site	$20,000.00
3	**College and Career Readiness Consultant** will provide STEM camps for students to increase academic achievement. Consultant will also provide a parent academy focused on preparing parents to support their children's college and career aspirations. $20,000.00/10 sites = $2,000.00 per site	$20,000.00
4	**Parental Engagement Consultant** will provide classes for parents to improve skills: Computer Literacy; Adult/Family Education; Life Skills; and Employability Skills. $20,000.00/10 sites = $2,000.00 per site	$20,000.00
5	**Enrichment Consultant** will provide enrichment activities to give students global perspective and experience in participating in theater arts, piano, guitar, music, ballet, dance, folklorico, and art during a summer program. $7,200.00/10 sites = $720.00	$7,200.00
6	**Asset Building for Clients (ABC) Program Consultant** will provide a number of activities including behavior, college and career readiness, and enrichment. Students will participate in engaging discussion, team building activities, leadership development projects, exploration of future careers and peer mentoring during a summer program. $7,200.00/10 sites = $720.00	$7,200.00
7	**External Evaluation Consultant** will gather data, conduct focus groups and interviews, analyze data, evaluate, and report on program implementation. $23,000.00/10 sites = $2,300.00 per site	$23,000.00
8	N/A	$0.00
9	N/A	$0.00
10	N/A	$0.00
11	N/A	$0.00
12	N/A	$0.00
b.	**Subtotal of professional and contracted services:**	$143,000.00
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$0.00
	(Sum of lines a, b, and c) Grand total	**$143,000.00**

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 108909	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval: • **Student Supplies:** Manuals, books, chess manipulatives, educational board games, arts and crafts, school supplies (paper, pencils, pens, folders, scissors, glue, tape, poster boards), sports equipment, musical instruments for student enrichment activities; materials for costumes; and camera (one per site). $5,100.00 per center x 10 sites = $51,000.00 • **Resources for Parent and Family Engagement Activities such as:** Educational and Development Videos, brochures, copies, and reference materials on varied parental topics, school supplies (paper, pencils, pens, folders, scissors, glue, tape, poster boards) etc. $3,000.00 per center x 10 sites = $30,000.00 • **Operational Supplies:** paper, pencils, pens, manila folders, scissors, glue, tape, paperclips, hole puncher, binders, stapler, staples, ink and toner for printer, etc. $500.00 per Site Coordinator x 10 Sites = $5,000.00 • **1 Desktop Computer** x $800.00 = $800.00 (Per Site Coordinator) x 10 sites = $8,000.00 to be utilized for grant documentation purposes. • **1 Printer (All in One)** x $600.00 = $600.00 (Per Site Coordinator) x 10 sites = $6,000.00 to be utilized for grant documentation purposes. **10 Sites x $10,000 Budget for Supplies and Materials = $100,000** **General Supplies and Materials for Project Director, Family Engagement Specialist, and Data Entry Clerk to be utilized for program oversight.** • **Operational Supplies:** paper, pencils, pens, manila folders, scissors, glue, tape, paperclips, hole puncher, binders, stapler, staples, ink and toner for printer, etc. ($500.00) • **2 Desktop Computers** x $800.00 = $1,600.00 (Project Director and Data Entry Clerk) to be utilized for grant documentation purposes. • **1 Laptop Computer** x $700.00 = $700.00 (Family Engagement Specialist) to be utilized for grant documentation purposes. • **1 Printer (All in One)** x $600.00 = $600.00 to be utilized for grant documentation purposes. Total General Supplies and Materials for oversight = $3,400.00		$103,400.00
Grand total:		$103,400.00

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: 108909	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.	$3,000.00
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$0.00
	Specify purpose: N/A	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$0.00
6413	Stipends for non-employees other than those included in 6419	$0.00
6419	Non-employee costs for conferences. Requires authorization in writing.	$0.00
Subtotal other operating costs requiring specific approval:		$3,000.00
Remaining 6400—Other operating costs that do not require specific approval: ▪ **Bus Transportation** – 10 elementary sites x $10,000.00 = $100,000.00 for fall/spring/summer sessions. ▪ **Nutritious Snacks** – 10 elementary sites x $2,500 = $25,000 for fall/spring/summer snacks. **Conferences for Key Staff to Attend:** ▪ **Cycle 9 Mandatory 2-Day Workshop in Austin, Texas (Fall 2016) for Project Director to attend as required in grant.** (Airfare: $300.00 (RT); Per Diem Allowance: Breakfast - 2 days x $8.00= $16.00; Lunch – 2 days x $12.00 = $24.00; Dinner – 2 days x $16.00=$36.00; Hotel: 2 nights x $135.00 = $270.00; Baggage Claim: $50.00 x 2 (RT) = $100.00; Taxi(Airport to Hotel (RT) - $25.00 x 2 (RT)=$50.00 Total Trip Estimated Cost = $800.00 ▪ **Annual State Conference:** Key Staff (Project Director/Family Engagement Specialist) will attend conference. Location TBD - Budget allowance for conference registration, mileage reimbursement, per diem, hotel accommodations, and parking fees = $1,000.00 ▪ **Parent & Family Engagement Conference** - Family Engagement Specialist will attend a conference to attain knowledge on parental/family engagement strategies. Location: TBD - Budget allowance will allow for conference registration, airline cost, per diem, hotel accommodations, baggage claim fees, and Taxi Cost (Airport to Hotel Roundtrip) = $1,000.00 **Mileage Reimbursement Costs for Project Director/Family Engagement Specialist** to visit, monitor 10 elementary sites, and for meetings to ensure grant implementation of program. Budget allowance for mileage reimbursement. Mileage Reimbursement is at $0.54 per mile = $124.00 (Local Travel) ***Budget for Conferences for Key Staff and for Mileage Reimbursement total = $2,924.00**		$127,924.00
Grand total:		$130,924.00

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

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

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\#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule \#11—Capital Outlay (6600)**
\multicolumn{3}{l	}{County-District Number or Vendor ID: 108909}	\multicolumn{2}{l	}{Amendment number (for amendments only):}
**6669—Library Books and Media (capitalized and controlled by library)**
1	N/A	N/A	N/A	$0.00
**66XX—Computing Devices, capitalized**
2	N/A	N/A	N/A	$0.00
3				
4				
5				
6				
7				
8				
9				
10				
11				
**66XX—Software, capitalized**
12	N/A	N/A	N/A	$0.00
13				
14				
15				
16				
17				
18				
\multicolumn{5}{l	}{**66XX—Equipment, furniture, or vehicles**}
19	N/A	N/A	N/A	$0.00
20				
21				
22				
23				
24				
25				
26				
27				
28				
\multicolumn{5}{l	}{**66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**}
29	N/A			$0.00
\multicolumn{4}{r	}{**Grand total:**}	$0.00

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 108909	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:			5,712	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	2	0.0%	Attendance rate	97.27%
Hispanic	5,980	99.3%	Annual dropout rate (Gr 9-12)	0.0%
White	37	0.6%	Students taking the ACT and/or SAT	0.0%
Asian	4	0.1%	Average SAT score (number value, not a percentage)	N/A
Economically disadvantaged	5,721	94%	Average ACT score (number value, not a percentage)	N/A
Limited English proficient (LEP)	3,910	64.9%	Students classified as "at risk" per Texas Education Code §29.081(d)	88.7%
Disciplinary placements	18	2.3%		

Comments

The demographics above represent **PSJA ISD's 21ˢᵗ CCLC ACE Programs** targeted population a staggeringly high economically disadvantaged population (**94%**), the immense hope for a better life and willingness to put forth the effort defines our families more so than their current condition. Our high economically disadvantaged population, combined with the language deficiencies (**64.9%**) are typical of a border community with a large first generation American population. What stands out and makes our district distinctive is that despite these struggles, attendance is remarkably high (**97.27%**), which speaks volumes about our family commitment to their child's education. The fact that education is the great equalizer and the path to the American Dream is an ideal demonstrated throughout the community. While many of our children lack the basic necessities (including 3 meals per day) at home, parents make sacrifices and place their child's education first. This family investment in education is the critical ingredient that will make the **PSJA ISD's 21ˢᵗ CCLC ACE Program** a model and an asset to the entire state. Our mix of recently certified (5 years or less) and tenured teachers, all of whom mirror the community (**93.2% Hispanic**) is also a strength of the program.

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

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	0	0.0%	No degree	2.0	0.5%
Hispanic	349.6	93.2%	Bachelor's degree	334.8	89.3%
White	21.4	5.7%	Master's degree	38.5	10.3%
Asian	4.2	1.1%	Doctorate	0	0.0%
1-5 years exp.	114.1	30.4%	Avg. salary, 1-5 years exp.	$45,557	N/A
6-10 years exp.	95.3	25.4%	Avg. salary, 6-10 years exp.	$48,602	N/A
11-20 years exp.	108.2	28.8%	Avg. salary, 11-20 years exp.	$52,173	N/A
Over 20 years exp.	35.1	9.4%	Avg. salary, over 20 years exp.	$62,789	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 108909							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	724	656	605	668	681	599	648	488	478	476	0	0	0	0	6,023
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	724	656	605	668	681	599	648	488	478	476	0	0	0	0	6,023

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 108909	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.

Table #2 - PSJA	Community At Large	Profile
Pharr, San Juan, Alamo	Total Population	130,780
Population, Ethnicity, & Race	Hispanic	91.4%
	African American	0.5%
	White	7.9%
Household Income	# of Households	34,482
	% Families in Poverty	32.2%
Household Language	% Spanish Speaking Homes	83.8.%

Table #2 - Higher Poverty Rate: 102,746 residents with 40.26% poverty in the proposed Promise Zone (PZ) by U.S. Department of Housing and Urban Development (HUD) PZ Mapping Tool; residents are 91.4% Latino with a **$12,940 per capita income** for the tri-city region, compared to $26,019 in the State of Texas according to the U.S. Census Quick Facts, 2015.
Employment Rate is 86.12% in the proposed Promise Zone, as documented by the HUD PZ Mapping Tool, compared to 95.3% employment rate for the State of Texas as reported by the U.S. Department of Labor (USDOL), Bureau of Labor Statistics, January 2016. The long term vacancy rate for the PSJA PVI is 3.54%.
Table #3 - The Uniform Crime Reporting Part 1, 2014 indicates crime data per 1,000 people within the region is 8.69 in the City of Alamo, one of the highest crime rates in Hidalgo County.

Table #3 City	Pop.	Violent Crime	Rape	Robbery	Aggravated Assault	Burglary	Larceny-Theft	Vehicle Theft
Alamo	17,687	154	13	18	123	239	1,057	145
Pharr	68,274	251	13	55	177	698	2,697	297
San Juan	35,326	223	31	31	158	309	1,257	114

The district assessed the community and reviewed data in order to identify the fundamental issues to determine the need existed for the 21st Community Learning Centers. To solicit input from community stakeholders, a Public Notice was placed on the school district website in order to inform stakeholders of the submission of the 21st CCLC application. The district is a **high-need, high-poverty (Title I, School-wide)** with high, challenging ELL populations. **The application was organized and completed according to TEA grant instructions (5 points).** The assessment results in Table #4 follow.

Table #4 – Academic Areas of Weakness for PSJA ISD			
	Economically Disadvantaged	At-Risk	College-Ready Graduates (2014)
District	88.4%	78.9%	82.3%
State	58.8%	51.2%	78.4%
Met Standards in STAAR					
	Reading	Math	Writing	Science	Social Studies
District	64 %	70 %	66 %	70%	63%
State	77%	81%	72%	78%	78%
Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)					

The district seeks to develop an expanded learning program to provide the necessary student support to improve Academic Performance, Positive Behavior, School Day Attendance, Promotion Rates, and Graduation Rates. The proposed **PSJA ISD's 21st CCLC ACE Program** will support students who are most in need of academic assistance. Academic interventions and enrichment is designed to improve students' academics in all core subject areas and to support college and career pathways.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108909	Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	**Improve on time promotion** - Response to Intervention academic success model is needed to improve on time grade promotion and graduation rates with the ELL population. The gaps are: 64% Reading (State-77%), 70% Math (State-81%), 66% Writing (State-72%), 70% Science (State-78%), and 63% Social Studies (State-78%).	**TEA Goal: Improve Academic Performance** **PSJA ACE Obj: Provide targeted tutoring for academic success** Individualized and small group learning will meet students at their current level to close learning gaps and increase academic gains; Specialized RTI programs may include: Sylvan ACE-IT Response to Intervention (Math/ELA), BGC Power Hour, STEM Project Based Learning Academies
2.	**Improve college readiness, career pathway planning** – PSJA ACE target population is 64.9%. Most of their parents have no college experience. Targeted college readiness and career exploration through teacher professional development on the Cradle to College Strategy is needed to increase the pipeline of the College for All Culture. Alignment of teacher professional development to afterschool interventions will bridge the college readiness gap.	**TEA Goal: Improve Graduation Rates** **PSJA ACE Major Obj: Improve college readiness** Calendar of professional development will be scheduled the first month of the project that includes all strategies needed to engage ELL students and improve their college readiness that integrates afterschool activities. - Supplemental education service provider will provide teacher training on small group instruction by skill groupings and individual learning styles
3.	**Adult Education aligned with the Texas 60 – 30 Proposition is needed.** Only 13.1% of the adult population have a bachelor's degree. Family engagement resulting in improved family literacy which contributes to promotion rates. Strides must be made in family literacy to improve student performance.	**TEA Goal: Improve Promotion Rates** **PSJA ACE Major Obj. Improve family literacy and adult** education which correlates with school performance. -Provide adult ESL, GED and family literacy activities to boost family contribution to student academic performance, promotion rates and graduation rates. -Center operation schedule is designed to meet the needs of working families.
4.	**Improve attendance by offering enrichment and mentoring activities for holistic support** Attendance is essential to improving retention and graduation rates. Attendance is essential to improving retention and graduation rates. Research shows attendance linked to student retention. Targeted enrichment activities have shown to improve attendance in TEA 21stCCLC Statewide evaluation.	**TEA Goal: Improve Attendance and Engagement** **PSJA ACE Major Obj. Provide targeted enrichment activities and support activities** Intensive case management, group mentoring and enrichment may include but not be limited to the following: Increase School Engagement with PSJA ISD, Sylvan & BGC team involvement; PSJA ISD attendance incentive program with home visits; BGC *Be Great Graduate*
5.	**Need to improve behavioral supports** resulting in reduction in discipline referrals and juvenile crime reduction. TEA 21stCCLC Statewide evaluation from previous cycles demonstrates students with high engagement levels in school, have less discipline referrals. When surveyed in 2013, over 25% of the student body had seen a weapon in school. PSJA is improving behavior supports but more is needed.	**TEA Goal: Improve Behavior** **PSJA ACE Major Obj. Provide case management and mentoring which** may include but not be limited to the following: BGC Pharr Mentoring-one-on-one and group mentoring with BGC *Smart Moves*, (Skills Mastery and Resiliency Training) an at risk behavior prevention program; Service Learning Programs; PSJA ISD Discipline integration of school day with afterschool activities. Positive Behavior Interventions Strategies (PBIS) will be utilized to improve behavioral supports.

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Schedule #14—Management Plan	
County-district number or vendor ID: 108909	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 (5pts.)
1.	Project Director	**Desired Qualifications:** The Full-time Program Director must have a minimum of a Bachelor's Degree in Education or a related field. **Experience:** A minimum of three years of experience in an educational and/or social work setting, and in fiscal/budget management, data reporting, and management information system; Experience in supervision with knowledge of youth development.
2.	Site Coordinator(s)	**Desired Qualifications:** The Full-time Site Coordinators must have a minimum of 60 college hours or an Associate's Degree in education or a related field. **Experience:** A minimum of three years of experience working with at-risk children and families; experience in staff supervision; and knowledgeable about community resources with experience in education.
3.	Family Engagement Specialist	**Desired Qualifications:** The Full-time Family Engagement Specialist will have an Associate's Degree in education or a related field will be required for this position; however, a Bachelor's Degree is preferred. **Experience:** A minimum of three years experience working with at-risk children and families with experience coordinating parental engagement events.
4.	Independent Evaluator	**Desired Qualifications:** Contracted External Evaluator will have a PhD in Education or related field; **Experience:** Will have vast experience in working quasi and experimental evaluations and will collect qualitative and quantitative data to conduct a systemic evaluation of all project components. Grant experience (local, state, federal) preferred.
5.	Data Clerk	**Desired Qualifications:** The Full-Time positions, a High School Graduate with computer skills; preferred Associates Degree. **Experience:** Data entry/grant experience preferred.

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, 10 point.

#	Objs. Inside the Five TEA Goals		Milestones Towards Major Objectives	Begin Activity	End Activity
1.	Improve on time promotion rates with targeted tutoring	1.	One-on-one and group tutoring will be provided to help struggling students meet state standards.	09/05/2016	07/31/2017
		2.	Reading and Writing scores will increase by 5%.	09/05/2016	07/31/2017
		3.	Math and science scores will increase by 3%.	09/05/2016	07/31/2017
		4.	Social Studies scores will increase by 2%.	09/05/2016	07/31/2017
2.	Improve college readiness	1.	Create students' grad/college/career portfolios	09/05/2016	05/31/2017
		2.	Host at least 3 college/ career sessions for students/families; enroll students in career academies	09/05/2016	07/31/2017
		3.	Host at least an AP credit, dual enrollment college night events at middle schools.	09/05/2016	01/15/2017
3.	Improve attendance	1.	Student attendance will increase by 1%.	09/05/2016	05/28/2017
		2.	Engage target population in enrichment activities.	09/05/2016	07/31/2017
		4.	Establish an on-going Truancy Prevention Program.	09/05/2016	07/31/2017
4.	Improve behavioral supports	1.	Provide a PD training on PBIS initiatives.	09/05/2016	1/15/2017
		2.	Engage target population in at risk prevention programming semesterly.	09/05/2016	07/31/2017
5.	Improve family literacy; strengthen families	1.	Enroll and engage family members in literacy activities	09/05/2016	07/31/2017
		2.	Advance target family members in ESL and GED	09/05/2016	07/31/2017
		3.	Provide workforce soft skills trainings each semester	09/05/2016	07/31/2017

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108909	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.

In order to solicit feedback and continuously monitor the attainment of goals and objectives, the district asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. The district will establish a procedure and schedule for internal monitoring that includes: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are signed in/out of the programs each day and that data is entered into the TX21st System daily in order to track participants' attendance; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented. The district will solicit feedback and monitor progress on an on-going basis. Information gathered from internal and external evaluations that assess the program's efficiency in meeting stated goals and measurable objectives will be used to monitor and adjust the program as the stakeholders deem appropriate. Prior to changes, the district will review the activities and their corresponding objectives. If any data is available that may explain the reason why goals are not being met, the district will review this information and determines if changes are required to the activities, objectives, or the goals. Prior to making any changes, the district will notify all stakeholders and will schedule a meeting to receive feedback. In the event that deficiencies, issues, barriers, or problems are identified that may hinder program success and/or compliance, this information will be shared between key program and school staff including Superintendent, Principal, Project Director, Site Coordinator, and Family Engagement Specialist, and an action plan to address the areas will be developed. Staff and teachers will be provided notices via email, and members of the community will be notified through the district and campus website. The Project Director will manage and monitor the grant activities on a day-to-day basis to ensure the process of soliciting feedback and to ensure continuous improvement in the operation of the project.

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.

Existing or planned efforts that are similar or related to this proposal. Although PSJA ISD currently offers after-school tutorials for its students, the participating campuses are unable to provide a structured program that addresses students' specific barriers. The recent decrease in state and federal funding has made it impossible for the district to implement a program designed to provide after-school programming but will leverage support for the additional costs of the program.

Coordinate efforts toward maximizing the effectiveness of grant funds and build sustainability. To ensure that the program continues after the grant period, the district will actively look for funding sources will help support and sustain this program over an extended period of time. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and a plan of action to generate revenue.

Build long-term support and commitment from partners. In order to ensure that all program participants remain committed to the success of the program the district has ensured that they have received buy-in from all participants, including management, administration, teachers, board members, parents, and partners. Throughout the term of the grant, the district will continue to meet quarterly with teachers, board, collaborators, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 108909	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.	The Logic Model (LM) already designed will be approved by the Afterschool Taskforce and implemented fully from the beginning stages of the grant period	1.	Confirm and submit theory of change
		2.	Use of Logic Model to capture program structure
		3.	Generate program evaluation questions
2.	A Formative evaluation will be implemented to assess ongoing project activities and provide information to monitor and improve the program. Ten (10) Formative evaluation sessions per year will be conducted during the developmental life of the project and its activities. Two processes will be used: process & progress evaluation	1.	Use of formative information
		2.	Improvement of current program practices
		3.	Refinement of the information for the Fall and Spring Terms logic model
3.	A Process-Implementation evaluation will be implemented to assess whether the project is being conducted as planned. Three (3) Implementation evaluation sessions per year will be conducted during the developmental life of the project and its activities.	1.	Verification of program alignment practices
		2.	Refinement of Fall and Spring Logic Model
4.	A Progress evaluation will be implemented to assess progress in meeting the goals of the program and the project. It is used to determine what the impact of the activities and strategies is on participants at various stages of the intervention. Process evaluation data collected will be used to form the summative evaluation basis.	1.	Verification of outputs activities and participants for Fall and Spring terms
		2.	Refinement of Logic Model
		3.	Data Reports including statistical analysis.
5.	A summative evaluation will be implemented to assess project's success in reaching its stated goals. Summative evaluation addresses many of the same questions as a progress evaluation, but it takes place after the project has been established and the timeframe posited for change has occurred	1.	Augmented Fall term logic model with term changes
		2.	Comparisons between Fall and Spring program implementation
		3.	Contrast program outcome data to comparisons group and explain differences

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

Data collection and management for 1,000 served students will include a plan, policies, and procedures shared with all stakeholders including use of TX21st/Key Task Assessment and TEA templates for final reports. A randomized block design will be used to determine significant impact of the treatment population (ACE participants) vs. control or comparison group. Important to note that no students will be randomly assigned to participate in the ACE program. Metric data for 1,000 served students for two years will include: Grade analysis (Core GPA change – reading, math, science, social studies), School attendance analysis (School days absent), School discipline referral analysis (discipline referrals), Course completion analysis (Course pass percentage), Achievement Test Scores (Math and Reading score change), and Year End Summary , Activity Attendance Percentage, Student Attendance Percentage, Participant Attendance, Participant Activity Attendance Detail, Student Export Excel spreadsheet 2015-16 and 2016-17. Statistical models (regression discontinuity, hierarchical model, structural equations) will be used to measure statistical significance of research hypothesis and evaluation of program outcomes. All questionnaires, surveys, interviews, will be statistically calibrated to produce data about how the planned out-of-school time programs will produce a positive impact on students' attendance, academic performance, behavior, promotion, and graduation rates. Findings will be posted on school district website to inform the public of grant evaluation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108909	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has selected an array afterschool and summer program activities designed to increase academic performance and attendance, improve behavior, and raise promotion and graduation rates. The activities will include: homework and tutoring assistance; enrichment activities; project based learning; sports; physical fitness and wellness activities; multicultural arts (mariachi, ballet, folklorico, hip hop dance, bilingual theatre); youth development; college/career readiness; computer literacy; etc.

STUDENTS - Academic Assistance: Academic assistance in math, science, reading, and writing; Homework Help; Number sense; Critical thinking; Response to Intervention tutoring, English as a Second Language (ESL); Peer-tutoring; Small group tutoring sessions in core area subjects; Reading clubs; STAAR review; Virtual journals; E-diaries; Computer literacy; Computer-assisted learning and instruction; Enrichment Activities: Arts and crafts; Robotics; Birding; Drama; Music; Student clubs; Chess; Photography; Tennis; Karate Basketball; Volleyball; Dance; Tumbling and Gymnastics; Fitness and wellness; Self-defense; Sports activities; Leadership training; Character education; Community service; Anger management courses; Self-esteem courses; Parenting courses; and Gang prevention counseling.

PARENTS - Family and Parental Activities: English/Spanish Pre-GED/GED; Computer Literacy Courses; Truancy Prevention Training; Family Literacy Education; Workforce Awareness; Career Counseling; Career Development; Employment Skills Training; Parental Involvement Activities; Parental Support Services; Fitness/Wellness; and Family Counseling.

Description of how students will travel safely. Since each campus will be a host center, at the end of the project day, the Site Coordinators will ensure that students are on the evening school bus or are appropriately picked up by parent, guardian, or designated individual. Each student participating in the project will be required to have a Participant Registration Form (Parental Consent Form) completed and signed by the parent or guardian, prior to joining in any activities. The parent/guardian of the student must identify the method by which the student will leave the project each day, and will be required to provide the name and relationship of any individual that will be allowed to pick-up the student. Students leaving early from the project are required to be signed out.

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.

To further ensure accessibility to all community members, fliers will be posted throughout the neighborhood and local community to promote PSJA ISD's 21st CCLC Program. Site Coordinators will play a critical role in the process by attending community events and functions including parental engagement meetings, a Back-to-School Expo, campus staff meetings, and making in-school announcements. PSJA ISD will utilize announcements, letters to parents, and personal invitations to students and parents to further disseminate CCLC information. Additionally, information will be disseminated through: online information including a monthly newsletter, calendar of events, a quarterly newsletter, quarterly reports, and to PSJA ISD School Board detailing program progress. All communications designed to reach students and parents will be in both English and Spanish and will provide all pertinent information including; location, operational dates and times, person of contact, and registration guidelines.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108909	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.

All participants will receive supplemental afterschool and summer academic support incorporating evidence-based curricula and interventions. PSJA ACE interventions will be aligned with the State of Texas Assessment of Academic Readiness (STAAR). The following activities are designed to support students in meeting academic achievement standards in core academic subjects to reinforce the program design. **Tutoring** – Studies conducted by Supplemental Education Services (SES), such as Sylvan Learning's ACE IT: Tutoring for Kids suggests that academically based programs offered outside the school day can help students improve their achievement and work habits. Tutoring can help children improve achievement by building on the learning that takes place during the school day. Students at risk of academic failure have the most to gain from tutoring programs. Some students may not learn well in traditional classrooms, through tutoring students can develop effective ways of learning. **Homework Assistance, such as BGC's PowerHour** - Theodora Dokos (San Jose State University, 2006) sites that when a child first arrives home from school, he/she is not pressured to do their homework. Thus, the child is lacking the motivation and concentration required to properly complete their homework. Parents may not be available or able to check the child's homework, be guides, be role models and help the child do assignments in the most efficient manner. **Enrichment Activities** – Research suggests that enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. In addition, they allow the participants to apply knowledge and skills stressed in school to real-life experiences (The Academic Enrichment Project, 2006). **Family and Parental Activities** - The results of the Meta-Analysis conducted in 2004 (several studies that addressed a set of related researched activities) indicate that parental involvement activities are associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. All the above activities selected are driven by evidence-based research. Data collected and analyzed will be utilized to provide statistical evidence that PSJA ACE is effectively supporting student academic achievement.

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 district will utilize existing resources including: personnel not funded from grant; maintenance personnel; and **coordination** with other district/campus programs. The existing school facilities and equipment will also be utilized for training teachers and partners. The campuses will **coordinate multiple federal and state programs and local funds** to enhance the services of the teachers, students, and parents. Technology equipment purchased through federal and state funds will be utilized to allow participants to use the computer equipment beyond the regular school schedule. In addition, professional development training obtained through this grant will be a tremendous resource that will aid in sustaining this program during and beyond the grant cycle. This acquired resource **coordinated** with Title 1 (high poverty) and state compensatory funds will ensure student gains are realized during and beyond the grant cycle.

Most effective use of public resources: This program will be **cost-effective** because existing resources such as office space, classrooms, computer labs, telephones, internet connections, and utilities will be provided by existing school campus.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided The proposed program will be utilized to supplement not supplant any federal, state, and local funds.

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

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives. In order to ensure that the activities are based on an **objective set of measures** and meet the Measures of Effectiveness required for the program, Texas Academic Performance Reports, State of Texas Assessments of Academic Readiness Summary Reports, U.S. Census Reports, Criminal Activity reports, and PEIMS 425 Reports (school day referral/criminal report) were reviewed. Based on the information gathered, it was determined that the campuses were in need of programming that would increase academics, reinforce positive behaviors, decrease delinquency behaviors, improve family engagement, and increase the college and career readiness. Activities selected were researched to determine the validity of each activity and if **evidence-based research** was available to support the ability to impact the campus' needs. The campus held an additional meeting with the district administration staff to present their planned activities. **The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice.**

ACADEMIC ASSISTANCE: Homework Assistance - Studies of after-school programs that provide homework assistance have shown improvements in student motivation and work habits, which directly affect academic achievement (Cosden, Morrison, Albanese, and Macias 2001; James-Burdumy et al. 2005). Tutoring – Research conducted by the New Jersey Department of Education suggests that quality tutoring can benefit students in a number of ways. These include: 1) Improving student work habits - by building learning taking place during the school day, tutoring can help students improve planning, organizing and the way they approach learning, programs and assignments; 2) Meeting specific student needs - can offer students individual attention to help them learn in a more effective way such as a smaller group environment. A tutor also provides an additional academic interaction focused on the individual student; and 3) Reducing non-productive or risky behaviors.

YOUTH DEVELOPMENT: According to the Academic Enrichment Project, 2006, youth development activities are not academic in nature but allow students time to relax or play. Occasional academic aspects of recreational activities can be pointed out, but the primary lessons learned are in the areas of social skills, teamwork, leadership, competition, and discipline.

FAMILY AND PARENTAL SUPPORT: According to Karen Smith Conway, Science, News 2008 (Family and Parental Activities), "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. "

Specific ELL Evidenced Based Approach for Academic Success Tutoring - Sheltered Learning
The Sheltered Learning Model has had success with English Language Learners. The SIOP Model incorporates the approach in eight components, supported by empirical studies. The model itself has a growing research base (Short, Eche-varría, & Richards-Tutor, 2011). The SIOP Model's 8 components and 30 features provide the framework for planning integrated language and content lessons, and the model can be used as a valid observation instrument as well (Echevarría, Vogt, & Short, 2008, 2010; Guarino et al., 2001). The eight components are: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice & Application, Lesson Delivery and Review/ Assessment.

The summary of our plan to collect local data for continuous assessment and local program evaluation includes working closely with the Program Director, Site Coordinators, and Campus Advisory Committees to **collect local data** and create a report that identifies outstanding practices, activities the schools have planned, and strategies to address the needs while implementing the program. The Site Coordinators will provide on-going coordination across all centers. Data will be collected on: 1.) number, nature, and frequency of activities, trainings, and coaching sessions; 2.) nature, duration, and frequency of student use of resources; 3.) student progress towards academic and positive behavior; and 4.) degree of satisfaction with the program. Findings will be utilized to recruit and retain families. Moreover, the Family Engagement Specialist will review all available data from the Program Director and Site Coordinators along with interviewing all program stakeholders to assist in the coordination of family engagement strategies across all centers.

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

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

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

The PSJA ISD is applying for priority points with the primary CBO partner, Boys & Girls Club of Pharr (BGCP) for PSJA ACE. PSJA ISD (LEA under Part A of Title 1) and the BGC Pharr (CBO) have entered into an innovative partnership for the priority points. A memorandum of understanding (MOU) has been signed and is submitted with this application. The MOU outlines the roles and responsibilities of each partner. BGCP primarily provides homework assistance, at risk prevention services and recreational enrichment services.

BGCP historically provides services in the most at-risk, underserved communities in the nation in order to meet the needs of students "who need us most". To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens, is the mission of BGCP which aligns with the mission of PSJA ISD which is to promote high standards of values, integrity and service which prepare students to become productive and responsible members of society.

Other partners and single source vendors for enrichment include, Good Samaritan, Texas Valley Communities Foundation and more. Together with RTI, Academic Success partner Sylvan Learning RGV and other stakeholders, PSJA ISD ACE is based on the Texas AIM model which is cited as a TEA Dropout Prevention best practice.

Model Description and Rationale
Sylvan Learning's Ace it! Program, managed and administered by local Sylvan franchisees in conjunction with local BGC staff, was designed to serve the remedial needs of students in kindergarten through eighth grade by providing instruction in reading and mathematics. The multiple components of the program included:

- **Small group instruction**: Ace it! teachers provide instruction to small groups of up to eight students;
- **Specialized reading and mathematics curricula**: The reading curriculum, which includes specialized anthologies, provides instruction in phonemic awareness and phonics, and in comprehension, vocabulary, and fluency development. The concepts presented in the math curriculum help students progress from concrete to abstract understanding, through instruction that includes manipulatives, reinforcement of basic mathematic fact knowledge, and application of skills to solve word problems.
- **Student learning plans**: The individual learning plans that guide instructional activities are grounded in an assessment of the student's learning needs and aligned with specific learning objectives.
- **Standardized assessments**: Ace it! uses the Pearson GRADE and GMADE assessments to measure students' academic gains. Baseline assessments identify gaps in student learning and provide a basis for the development of student learning plans.
- **Student motivation system**: Program staff use rewards to build students' self-esteem and motivate students to increase their efforts and achieve greater gains.
- **Quality assurance process**: Owners of local Sylvan franchises observe instructors during tutoring sessions and conduct quality audits of the programs delivered at local BGCs. Additionally, staff from the Sylvan Inc. national offices conducts visits to local sites to monitor program implementation.

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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 district conducted a community needs assessment. The following chart includes the stakeholders involved, and specifically the needs and gaps that the community learning centers will address based on the findings:

STUDENTS				
Community Needs	**Resource (s) Available**	**Delivery of Services**	**Gaps and Lack of Resources/Campus**	**Stakeholders Involved**
Academic	Counselors, Tutors, case managers	RTI, credit recovery, inquiry based, project based tutoring	Below proficiency on STAAR	Private Corporations, STC/ TSTC, BGCP, Administrators, Teachers, and Parents
Attendance	Counselors, City and County Law Enforcement, BGC, CIS, PBIS incentives, and Teachers	Case management, Parental involvement and informative sessions, self-esteem and character education trainings, and staff training	Low attendance rates	Staff from the Counseling Department, City and County Law Enforcement, BGC, Public entities, STC/ TSTC, and Administrators, Teachers, and Parents
Behavior			Low academic achievement	
Nutrition	BGC, PSJA ISD Cafeteria and Nutrition Depts.	Training, workshops, nutritional and athletic activities	Lack of health related trainings and programs	Staff from the BGC, PSJA ISD Cafeteria and Nutrition Departments
Graduation Rates (High Schools Only)	BGCP, Counselors, ENCORE,	Case Management, RTI, credit recovery, Self-esteem and character education trainings	Teen pregnancy at the Middle Schools	Counselors, CBOs, Private Entities, Administrators, Teachers, and Parents
Promotion Rates	Teachers and Counselors	Trainings, workshops, and tutoring	High number of special population students	Staff from CBOs, Counseling staff, Administrators, Teachers, and Parents
Behavior	N/A	BGCP, DARE, self-esteem, gang and drug prevention training, Safe Schools Initiative	High Crime Rates	JJAEP, DAEP, Local Police Department, PEIMS, Region Center, Counselors, Teachers, and Parents
FAMILIES				
Community Needs	**Resources Available**	**Delivery of Services**	**Gaps and Lack of Resources**	**Stakeholders Involved**
Academic	ABE/ESL/GED Providers	ABE/ESL/GED classes	Low literacy rates	Adult Education Providers, Teachers, and Parents
Nutrition	N/A	Training, workshops, and nutritional activities	Lack of health related trainings and programs	Staff from the BGCP, PSJA ISD Cafeteria and Nutrition Departments
Behavior	N/A	DARE, self-esteem, anger management, gang and BGCP prevention training	High crime rates	JJAEP, DAEP, Local Police Department, ESC staff, Counselors, Administrators, Teachers, and Parents

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

The district will use as a springboard the ACE Blueprint, 21st CCLC website, TEA website, and USDOE website supporting after-school activities that are research and evidence-based. Also, the district will utilize best practices from previous experience that have proven to compliment academic performance and achievement.

The district will partner with STC post-secondary institution utilizing evidence-based practices put into place at the IHE that have been approved by the Texas Higher Education Coordinating Board (THECB).

In addition, the district will also partner with Workforce Solutions utilizing evidenced-based and research-based practices approved from the Texas Workforce Commission, as well as, the adopted practices from the approved Adult Basic Education Provider and their curriculum framework.

Moreover, all vendors and trainers that will be contracted for positive youth development and behavioral training will be required to submit research and evidence-based approved materials to support activities being performed at the participating campuses.

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.

PSJA ISD intends to train qualified individuals to be effective volunteers during afterschool activities with both students and parents. At the present time, there are (2) Senior Corps programs that PSJA ISD can avail itself of. The first program, the Lower Rio Grande Valley Foster Grandparent Program, is administered by the Lower Rio Grande Valley Development Council (LRGVDC), which has an existing Memorandum of Understanding with PSJA ISD. The second program, the Rio Grande Valley Retired & Senior Volunteer Program (RSVP) is under the auspices of the County of Hidalgo Community Service Agency.

While volunteers from both programs serve as mentors for the youth, the Foster Grandparents program is oriented more toward assisting young people with special needs. Due to the dearth of an adequate number of Foster Grandparents during the academic school year, and the preponderance of them during the summer, PSJA I.S.D. plans to utilize their services for the summer programs. Each Foster Grandparent must work a minimum of (3) hours per day and no more than (40) hours per week. Their stipends will be paid by the LRGVDC.

With the RSVP, the County of Hidalgo Community Service Agency will match up qualified volunteers with PSJA ISD based on the job description, school location, number of hours, and quantity of individuals needed. This information will be provided to them by the school district.

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

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

During the March district board meeting, school board members discussed and signed a letter of support and commitment to sustainability for PSJA ACE which is signed by every school board member individually and is included in the application package.

PSJA ISD will develop a broad range of strategies and resources that will be employed to secure critical fiscal and non-fiscal resources and ensure that the 21st Community Learning Centers will continue after grant funding ends. Although the success of various finance and sustainability strategies depends heavily on community characteristics, the following strategies depict the elements of success. The elements of success will serve as a resource for inspiring and financing ideas; providing the district administration sustainability strategies; and illustrating to local board members and Community Based Organizations (CBO's) how program leaders can tap various funding sources and employ different strategies for sustainability beyond 21st CCLC grant funding. Adequate funding will be vital to sustaining the program; therefore, public funding at the federal, state and local levels will be explored. In addition to financing strategies, the district staff will design and implement several complementary sustainability strategies that enhance their ability, not only to raise funds, but also to secure other non-fiscal resources critical to long-term success. These strategies include:

Maximizing In-Kind Resources - In-kind resources, including volunteer, technical assistance, facilities, utilities, maintenance, administration, security, and equipment will help improve programming and reduce the cost of operation. Program staff will also collaborate with local senior volunteers to provide an enriched tutoring and mentoring program filling environment with love, guidance, and self-esteem; thus, the one-on-one situations will help the exchange of expertise and quality assurance to any indoor or outdoor-bound activity.

Building Community Support - Support from a wide range of community organizations and stakeholder groups will enable the program to secure resources by building support among leaders in schools, businesses, and the community. Moreover, the program will benefit from strong program identity in the community in building their base of support. To develop a strong identity, the district will create a clear vision of their work, state the impact intended, and become a unique niche in the community. The district will identify the most critical needs of students and families and will then locate and coordinate community resources, dedicated volunteers and agencies to serve in partnership with the district such as: South Texas College, BGCP, Pharr PD, and Workforce Solutions.

Sustainability Plan – Develop a written sustainability plan that takes account of short/long-term needs, identifies challenges and obstacles, strategizes to garner needed resources and overcome challenges, identifies, and communicates with key partners. Strategies include:
- locating and coordinating community resources such as dedicated volunteers, and agencies to serve in partnership with the district;
- developing a written sustainability plan to make better use of existing resources, maximizing federal, state, and local revenue, build additional public-private relationships, and generate newly dedicated revenues.

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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.

The district will seek continuous feedback and involvement from community stakeholders about program planning, design and improvement continuously throughout the program. Stakeholder involvement methods will be used to identify, recruit, and structure the involvement of diverse stakeholders throughout the project. This method will help align the resources of stakeholders towards common goals and will be essential in adopting and implementing the project. The goal is to progressively transform stakeholders into partners that support and implement the plan.

The district has identified three methods for **stakeholder involvement prior to notice of grant award and planned post grant award** listed below:

Recruit Stakeholders: The district will identify and recruit stakeholders that live and/or work within the community. This will ensure the stakeholders have a vested interest in the project and its success.

Educate Stakeholders: The district will educate stakeholders on key areas of concern facing the community and their youth, solutions proposed by the project, and the roles their organization will play in the process.

Refine Goals and Objectives: Stakeholders will be invited to attend meetings to discuss goals and objectives and ensure the project is on track. Areas of concern will be discussed and suggestions for improvement will be solicited from each stakeholder.

The district will ensure that the community stakeholders contribute to the following three areas: 1.) **Program Awareness**, 2.) **Program Effectiveness**, and 3.) **Sustainability** as follows:

Creating Program Awareness: The 21st CCLC projects typically succeed because of the willingness of individuals, corporations, and foundations entities to invest in the future of their youth. Hence, those groups are investing in their own future. Consequently, the community stakeholders will be asked to play a key role in informing the public of the Community Learning Centers offered through the district. Community partners will be asked to provide referrals to their clients and post notices that can be viewed by the public.

Evaluating Program Effectiveness: Community stakeholders will be encouraged to take part in surveys, focus groups, and interest inventories that will be conducted by the contracted evaluator. Their view of the impact of the centers will be insightful in determining the success of the project and in refining or modifying project activities.

Sustainability: In addition to supporting the growth of the project through outreach, all concerned parties will have a stake in sustaining the project. Sustainability means managing risks or vulnerabilities that have the potential for causing project offerings to diminish, become restricted, or terminated altogether. This district will unite with community stakeholders that have a strong affiliation to the project. This will ensure their continued support beyond project funding.

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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.

Grant Management: The planning and project management of this grant are the most critical elements for ensuring success. PSJA ISD will ensure that there is an effective administrative structure in place with a disciplined project management and leadership approach in order to assemble all components, adhere to requirements, and provide high-quality programming for all participants. An experienced full-time Project Director will be responsible for all professional development and ensuring that site coordinators are current with attendance reports and grade uploads for each semester. In addition, the Project Director will manage, coordinate and oversee the day to day operations of all grant activities. The Project Director will oversee planning, implementation, and evaluation of the program by conducting and documenting ongoing internal monitoring of program activities to ensure compliance. Analytic information will be provided to program personnel with onsite observations, data reviews, and periodic surveys of stakeholders.

Communication: Feedback will be disseminated through frequent meetings with the site coordinators to ensure that each center's activities improve the five goals: academic performance, attendance, behavior, promotion rates, and graduation rates. The Project Director will also supervise the Family Engagement Specialist who will be responsible for encouraging family/parental involvement at centers and establishing ongoing educational programs to immediate family members, parents/legal guardians of students enrolled in the Texas ACE Program. Each Community Learning Center will have a full-time Site Coordinator who will be responsible for the day to day operations of assigned campus and developing a plan of action based on the community and campus needs assessment. The district will ensure an effective administrative structure is in place with strong management and leadership in order to pull all the 21st CCLC components together, adhere to requirements, and provide high-quality programming for all participants.

On-Going Training And Support: All grant personnel will participate in district and grant-related trainings in order to meet grant compliance. Trainings include but are not limited to the following:
1. Key role personnel (business office staff and grant management staff) will attend mandatory orientations.
2. Project Director and designated Site Coordinators will attend any required trainings, conferences, workshops, and meetings, to include the national/state conferences and other technical assistance trainings requested by TEA;
3. Grant staff will be provided professional development training on the proper use of software and technology purchased through grant funds; and conference attendees will turn-key the information to other ACE project staff (Train-the-Trainer Model) and incorporate relevant best practices into the project.

The district will **engage a Task Force** to ensure that the community stakeholders contribute to the following three areas:
- **Creating Program Awareness:** The 21st CCLC programs typically succeed because of the willingness of individuals, corporations, and foundations entities to invest in the future of their youth. Hence, those groups are investing in their own future. Consequently, the community stakeholders will be asked to play a key role in informing the public of the Community Learning Centers offered through the district. Community partners will be asked to provide referrals to their clients and post notices that can be viewed by the public.
- **Evaluating Program Effectiveness:** Community stakeholders will be encouraged to take part of surveys, focus groups, and interest inventories that will be conducted by the contracted evaluator. Their view of the impact of the centers will be insightful in determining the success of the program and in refining or modifying program activities.
- **Sustainability:** To support the growth of the program through outreach, all concerned parties will have a stake in sustaining the program. The district will create a sustainability to include the creation of a Handbook of Operating Procedures. Sustainability means managing risks or vulnerabilities that have the potential for causing program offerings to diminish, become restricted, or terminated altogether. This district will unite with community stakeholders that have a strong affiliation to the program. To ensure their continued support beyond program funding, the district will actively look for funding sources that help support and sustain this program over an extended period of time.

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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: Daniel Ramirez Elementary School		
9 digit campus ID#	108909116	Distance to Fiscal Agent (Miles)	2.7 miles
Grade Levels to be served (PK-12)	K-5		

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

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

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	N/A			
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: Drs. Reed – Mock Elementary School		
9 digit campus ID#	108909122	Distance to Fiscal Agent (Miles)	4.1 miles
Grade Levels to be served (PK-12)	K-5		

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

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

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	N/A			
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: Augusto Guerra Elementary School		
9 digit campus ID#	108909126	Distance to Fiscal Agent (Miles)	5.1 miles
Grade Levels to be served (PK-12)	K-5		

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

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

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	N/A			
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: Graciela Garcia Elementary School		
9 digit campus ID#	108909127	Distance to Fiscal Agent (Miles)	5.8 miles
Grade Levels to be served (PK-12)	K-5		

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

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

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	N/A			
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: Carmen Anaya Elementary School		
9 digit campus ID#	108909128	Distance to Fiscal Agent (Miles)	6.0 miles
Grade Levels to be served (PK-12)	K- 5		

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

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

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	N/A			
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: Sergeant Leonel Trevino Elementary School		
9 digit campus ID#	108909129	Distance to Fiscal Agent (Miles)	4.6 miles
Grade Levels to be served (PK-12)	K - 5		

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

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

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	N/A			
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: Marcia R. Garza Elementary School		
9 digit campus ID#	108909134	Distance to Fiscal Agent (Miles)	5.5 miles
Grade Levels to be served (PK-12)	K - 5		

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

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

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	N/A			
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: Berta S. Palacios Elementary School		
9 digit campus ID#	108909136	Distance to Fiscal Agent (Miles)	5.3 miles
Grade Levels to be served (PK-12)	K-5		

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

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

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	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

Center Number: 9	Center Name: Kennedy Middle School		
9 digit campus ID#	108909046	Distance to Fiscal Agent (Miles)	2.6 miles
Grade Levels to be served (PK-12)	6 - 8		

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

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

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	N/A			
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: Jaime Escalante Middle School		
9 digit campus ID#	108909047	Distance to Fiscal Agent (Miles)	4.5 miles
Grade Levels to be served (PK-12)	6 – 8		

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

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

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	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

IDENTIFICATION
Students and families most in need will be identified from the following type of campuses: Title I, Part A, schools that serve a high percentage of students from low-income families and families of such students; Campuses in need of improvement; Schools that serve a high percentage of students from low-income families (95% or more students identified as economically disadvantaged), as indicated on the TEA 2014 – 2015 Texas Academic Performance Report (TAPR).

RECRUITMENT
Special efforts will be made to ensure that students and adult family members who are recruited are able to attend a minimum of 45 days. The project will make every effort to recruit these individuals by distributing flyers to children to take to their parents notifying them of the expanded learning opportunities available. Flyers will be posted at doctor's offices, churches, local post office, businesses, and local community organizations. The Project Director and the Site Coordinators will meet with the principal and teachers of each school to explain the project and request their assistance in encouraging parents to enroll their at-risk children in need of these services. The principals will send an introductory letter to the parents/guardian of each student. School staff will contact parents of eligible students to encourage them to enroll their children in the project. A completed registration form will include a parental signature which: Gives the student permission to participate; Documents the parent(s)' commitment to ensure their child attends the after-school sessions; Gives the authorization to track test scores, grades, absenteeism records and disciplinary logs; Documents the parent(s) commitment to participating in the family literacy and educational activities; and, Indicates if parent(s) would like to volunteer during the after school sessions.

The district will provide the following innovative and 21st century marketing and retention strategies: Electronic Newsletters and Marketing Press Releases; Blog/Blog Radio/Streaming Video; 21st CCLC Project Website Development; Webinars; Social Media: YouTube, Linked-In, Facebook, and Twitter; Mobile Marketing; Post Parents Notifications and Invites on 21st CCLC webpage; Provide student incentives and awards for attendance; and, Post online student testimonials.

RETENTION
Retention strategies will be implemented to enable students and families to remain in the project long enough to achieve their goals and/or make a successful grade level or course transition.
Strategies employed will include: assisting students in realistic goal setting, providing encouragement through a peer support network of participants, and providing recognition of student accomplishments and achievement. Other student and family retention measures include support services such as: student recognition, stakeholder surveys, testimonials, childcare services, flexible schedules, transportation, personal and career counseling, food, clothing, and utility assistance.

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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.

PSJA ISD has developed a consistent and dependable schedule of weekly activities for each of the 10 centers. Each center will operate a minimum of 38 weeks per year. For the fall and spring term (Monday – Friday from 3:30 – 6:30 p.m.) a minimum of 15 hours per week, five days per week, and includes a summer term with a minimum of four hours per day, four days per week, for six consecutive weeks. Each center will operate with 1 FTE Site Coordinator, 2 PTE Mentors and 1 PTE Security Officer five days per week for 187 calendar days. PTE staff will include, but is not limited to providing homework assistance, enrichment activities, tutoring and/or instruction in core subject areas. Upon school dismissal at 3:30 pm, all PSJA ISD's 21st ACE program participants will remain at their campus which will serve as the center site. After check in and snacks, students will be engaged in active learning though innovative, evidenced-based instruction techniques, academic supports, and behavior interventions. TEKS aligned interventions will be designed to improve student's benchmark, STAAR scores, and overall grades in Math, English/Language Arts, and other core subjects. 100 identified regular students who are most in need of academic assistance will be required to attend 45 days or more during the school year. All Regular students and their immediate family members will be required to attend at least one ongoing parental support program throughout the year.

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 following procedure will be employed to ensure students travel safely to and from the centers:
- Immediately following the dismissal of their final regular school-day class, students will report to the designated area on campus and/or **sign-in** or participate in roll call.
- At the end of the project day, the Site Coordinators will ensure that students are on the evening school bus or are appropriately **signed-out** when picked up by parent, guardian, or designated individual.
- The district will also provide transportation for students wishing to participate in weekend and summer activities.

The project will take place in safe and easily accessible facilities. The district will ensure that students travel safely to and from each center and home by providing qualified adult supervision.

Each student participating in the project will be required to have a Participation Registration Form (Parental Consent Form) completed and signed by their parent or guardian, prior to joining any activities. The Participation Registration Form will require the parent/guardian to identify the method by which the student will leave the project each day. The parent/guardian will also be required to provide the name and relationship of any individual that will be allowed to pick-up the student. Students leaving early will be required to be **signed-out** of the project by an approved parent/guardian or designee and identification will be mandatory. The district will ensure an emergency readiness plan, emergency contact information, and follow-up documentation. Prior to students participating in any field investigations, students will be given a Parental Consent Form to be signed by their parent or guardian and returned to CCLC staff. The Parental Consent Form will advise parents/guardian of the time and date of departure, date and time of return, and their destination. All students eligible to participate in the field investigation will be required to wear a name tag and project t-shirt that clearly identifies them as part of the project. Upon returning to the campus, the procedures in place for the daily pick up of students will be employed.

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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.

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.

All 21ˢᵗ CCLC activities were selected from the Texas ACE Blueprint and are aligned and support the TEKS regular day instruction and lessons. Moreover, vendors and trainers were specifically selected in order to engage and provide interactive activities for students and families.

Academic assistance will be provided by district staff and supplemental education services such as Sylvan Learning RGV. Based on a need assessment performed on each of the participants, participants will be offered one-on-one, group, computer-based tutoring, and homework assistance in Reading, Math, Science, Social Studies, and/or Writing.

Enrichment activities will be offered by Boys & Girls Club of Pharr, district staff will include: nutrition and cooking, arts and crafts and RTI Acceleration. The Boys and Girls Club will provide martial arts, Zumba and aerobics, and sports clinics. The Pharr Cultural Arts Council and Good Samaritan will provide a Creative Arts Programs and Texas Valley Community Foundation (TVCOF) will provide ENCORE STEM camps during summer program. Finally, all three cities will support presentations on safety programs (i.e. DARE).

Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points) PSJA ISD and campus administrators will ensure they understand the goals and objectives of the 21st CCLC grant in order to plan activities, track and monitor needs, and identify necessary professional development trainings that will be supplemental to current school day curriculum instruction. Community partners will be recruited to address any outstanding needs that the district does not have trained personnel or time to address. Other instruments that will be utilized to determine academic needs will include: District Improvement Plan (DIP), Campus Improvement Plans (CIP), Individualized Education Plans (IEPs), Personalized Graduation Plans (PGPs), Individualized Graduation Plans (IGPs), Public Education Information Management System (PEIMS), benchmarks, and grades.

Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Only evidence-based practices that address the local campus needs will be selected for each campus based on their identified weaknesses. Activities may include, but are not limited to:

Data-Driven Activities: The district will utilize 6-week's scores, attendance sheets, grades, benchmarks, and software reports as data sets to identify and target student needs and plan activities. Hence, based on annual results from the TEA 2014-2015 PEIMS, the district will select activities that best address the needs for each specific campus.

Scientifically Researched-Based Activities: Studies have been conducted that indicate that after-school activities help youth develop social skills, improve academic performance, and help them build strong supportive relationships with adults other than their parents. Impact in students can be seen for each of the following age groups:

- Young Youth –Benefit with social skills development and improved academic skills. This leads to improved conflict management and better school attendance rates.
- Middle-School Youth – Increased participation in school, attentive in class and are less likely to be involved in violent behavior at school.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 108909	Amendment # (for amendments only):

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

Design: **The proposed activities relate directly to the program goals, local objectives, and strategies as well as to the program description and program requirements**

Activities, including enrichment activities, will be aligned to address students' specific needs as well as be aligned to the school day curriculum.

The district and campus administrators will ensure they understand the goals and objectives of the 21st CCLC grant to plan activities, track and monitor needs, and identify necessary professional development trainings that will be supplemental to current instruction. Community partners will be recruited to address any outstanding needs that the district does not have trained personnel or time to address. Other instruments that will be utilized to determine academic need will include: District Improvement Plan (DIP), Campus Improvement Plans (CIP), Individualized Education Plans (IEPs), Personalized Graduation Plans (PGPs), Individualized Graduation Plans (IGPs), Public Education Information Management System (PEIMS), benchmarks, and grades.

How activities will address their specific needs to achieve positive student outcomes.
Activities that will be utilized may include:

- **Academic Performance:** Academic interventions and assistance in math, science, reading, writing, Homework Help, ESL, computer literacy, number sense, peer-tutoring, reading clubs, virtual journals, e-diaries, STAAR review, and critical thinking.
- **Enrichment:** Dance, drama, music, fitness and wellness, leadership training, self-defense, arts and crafts, character education, community service, student clubs, sports activities, chess, drug and violence prevention (anger management courses, self-esteem courses, and gang prevention counseling).
- **College and workforce readiness:** college readiness academies, career exploration, career counseling, virtual job shadowing, college awareness, virtual college visits, mock interviews, dress for success, and school to career activities.
- **Attendance:** Involve parents in all truancy prevention activities; ensure that students face firm sanctions for truancy; create meaningful incentives for parental responsibility; establish on-going truancy prevention programs in school; and involve local law enforcement in truancy reduction efforts.
- **Behavior:** Drug and violence prevention activities (Anger management courses, self-esteem courses, parenting courses, youth development activities, and gang prevention counseling).These types of services will reinforce and complement the regular academic program by focusing on prevention and intervention activities, social and emotional issues, and student advocacy.
- **Promotion Rates:** All students will have access to individualized and small group instruction through tutorials and homework assistance. Collaborative partnerships will also provide an array of academic and enrichment activities that help increase promotion rates.
- **Graduation Rates:** Provide varied resources such as: student career interest inventories; high school course selection/career pathway information; personalized student portfolios; graduation and post-secondary planning; career entry requirements; career assessment and planning; college search and match tools; college entrance requirement information; online college enrollment activities and application management tools; financial aid, grants, and scholarship information.

Staff to student ratio to ensure instruction meets the student's needs: District administration will ensure PSJA ISD 21st CCLC ACE Program students are supervised by qualified individuals (Site Coordinators, Family Engagement Specialist, Mentors, and Contracted Partners) at all times with the appropriate student to staff ratio (22 to 1).

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 108909	Amendment # (for amendments only):

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

Engaging adult family members in active learning activities is crucial for project success. Students not only need support services at school, but also a home environment that encourages and cultivates learning and parents who take an active role in supporting their child's education. PSJA ISD will hire one full time Family Engagement Specialist (FES).

PSJA 21st CCLC ACE Family Engagement Specialist will be responsible for establishing and overseeing 10 program sites for families of participating students, with 100 family members at each site. The FES will enlist the help of community partners to provide adult services and coordinate a calendar of services such as:
- ESL, GED with partners, South Texas College, Workforce Solutions and Literacy Centers
- Risk- behavior prevention provided by partners
- Resume and Job matching assistance with partner Workforce Solutions
- Job training, including tuition assistance to local colleges for qualifying families with partner Workforce Solutions
- Financial Literacy course with banking partners
- Health Literacy and food pantries with BGCW's program Family Plus

Family Engagement will be evaluated using the ACE PRIME Resource, Family Engagement Inventory, to evaluate success and implement any needed changes.

Through the function and the role of the Family Engagement Specialist, the district should be able to increase the number of services provided to families. This new position will help the district actively and meaningfully engage families in their children's education and opportunities for literacy and related educational development.

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.

Recruit Families: The FES will work with the Project Director and Site Coordinator(s) to recruit families by devising a marketing campaign consisting of providing students with flyers to be taken home to their parents, utilizing campus marquees, along with district and campus websites. In addition, the FES will distribute flyers to local agencies that provide services to the targeted families such as:
- Workforce Solutions Centers;
- Local family clinics;
- Institutions of Higher Education;
- Community-based Organizations
-
Coordination of family engagement strategies across all centers:
The FES will work closely with the Project Director, and Site Coordinators to create a report that identifies outstanding practices, activities the schools have planned, and strategies to address the needs while implementing the project. Each activity will include recommended strategies for each center.

The Site Coordinators will provide on-going coordination across all centers. Data will be collected on: 1.) number, nature, and frequency of activities, trainings, and coaching sessions; 2.) nature, duration, and frequency of student use of resources; 3.) student progress towards enrollment in college and post-secondary education/training; and 4.) degree of satisfaction with the project. Findings will be utilized to recruit and retain families. The FES will review all available data from the Project Director, and Site Coordinators with interviewing teachers, students, parents, and administrators to assist in the coordination of family engagement strategies across all centers.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 108909	Amendment # (for amendments only):

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

PSJA 21st CCLC ACE Program will develop targeted family services in accordance with the ACE PRIMARY Resource: Texas ACE Parent Handbook. Participating student families can be integrated into these resources to accomplish 21st Century Critical Success Factor Goals. Services will be provided free of charge. Services are hosted at the center campuses and include but are not limited to the following programs:

- **ESL and GED Classes** will be provided with partners at each center.
- **ESL "Platicas" Conversation Groups** will be provided to enhance family engagement activities/strategies.
- **Family Reading Nights** – Participating students will bring their families to read a story to their parents, and then participate in an accompanying craft. Family Movie nights operate the same way. Both of these programs can easily be replicated at school sites, and will be conducted quarterly.
- **Family Resource Centers** – Open computer labs with partner resources; attendants help parents apply for aid such as Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or Workforce Solutions, or pay bills online. Some schools may be willing to coordinate and host these weekly services at the school site.
- **Healthy Living**- a family favorite, this program is a collaboration between BGCW and the Food Bank to provide 6-weeks of nutrition education and healthy cooking demonstrations.
- **FREE Seminars**- Provided by community partners, Sylvan RGV, Pharr PD, Palmer Drug Abuse, Heart 2 Heart Parents Center, seminars will cover parenting topics, prevention topics, homework help and grade improvement.
- **Assistance**- Low income families will be able to obtain school supplies, clothes, books, and toys for Christmas in partnership with the Food Bank of the Rio Grande Valley.
- **Computer labs & Libraries** - Open to parents during non-program hours.
- **Back to School Fairs** with Texas A & M Colonias, Housing and Urban Development (CHUD)
- **Health Fairs** with Doctors Hospital at Renaissance (DHR) and Texas A&M CHUD
- **Disaster Preparedness** – Information provided through American Red Cross, United Way, Texas A&M CHUD, and other partners.

How activity addresses family need	How opportunities allow families to engage in child's education
Parental Involvement	Increase parent presence at the campuses.
Unemployment	Reduce family poverty level to increase resources for students.
Drug Awareness and Reduction/ Parenting Prevention Services	Increase awareness related to drug activities and be more engaged in their students' academics.
Family Literacy Issues/ Educational Development	Ability to provide academic assistance to their students.

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Schedule #18—Equitable Access and Participation			
County-District Number or Vendor ID: 108909	Amendment number (for amendments only):		

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 108909		Amendment number (for amendments only):		

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

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

Barrier: Gang-Related Activities

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

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

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 108909		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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County-District Number or Vendor ID: 108909		Amendment number (for amendments only):	

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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County-District Number or Vendor ID: 108909		Amendment number (for amendments only):		

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 108909	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): 1

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: Letter & Website

Total Eligible Nonprofit Students within Boundary

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

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

Total Nonprofit Participants

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

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

Participant Consultation: Development and Design Phase Consultation Methods

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

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

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

☐ How children's needs will be identified

☐ What services will be offered

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

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

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

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

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

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

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)	
County-District Number or Vendor ID: 108909	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery - NA

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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