Texas Education Agency
Standard Application System (SAS)

02016–2017 Texas 21ˢᵗ Century Community Learning Centers, Cycle 9, Year 1

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

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Monte Alto ISD	**108915**		
Vendor ID #	ESC Region #		DUNS#
74-60116619	**1**		**023727142**

Mailing address		City	State	ZIP Code
25149 1ˢᵗ Street		**Monte Alto**	**TX**	**78538**

Primary Contact

First name	M.I.	Last name	Title
Barbara	J	Cannon	Federal Programs Director

Telephone #	Email address	FAX #
956-262-6111	barbaracannon@montealtoisd.org	956-262-2015

Secondary Contact

First name	M.I.	Last name	Title
Olivia		Almanza-Pena	Superintendent

Telephone #	Email address	FAX #
956-262-1381	oliviaalmanza@montealtoisd.org	956-262-5535

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
Olivia	Almanza-Pena	Superintendent
Telephone #	Email address	FAX #
956-262-1381	oliviaalmanza@montealtoisd.org	956-262-5535

Signature (blue ink preferred)   Date signed

Olivia Almanza-Peña

Only the legally responsible party may sign this application.

701-16-102-086

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 108-915	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐ NA	No: ☐ NA

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 #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **108915**	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.

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 #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **108915**	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.

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 #3—Certification of Shared Services	
County-district number or vendor ID: **108915**	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.	108915	Olivia Almanza-Pena	956-262-1381	**$1,046,990.00**
	Monte Alto ISD	*Olivia Almanza-Pena*	oliviaalmanza@montealtoisd.org	
Member Districts				
2.	NA	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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 #3—Certification of Shared Services (cont.)		
County-district number or vendor ID: **108915**			Amendment # (for amendments only):	
#	**County-District # and Name**	**Authorized Official Name and Signature**	**Telephone Number and Email Address**	**Funding Amount**
Member Districts				
9.	NA	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	$1,046,990.00

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 #4—Request for Amendment	
County-district number or vendor ID: **108915**	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

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

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 #4—Request for Amendment **(cont.)**	

County-district number or vendor ID: **108915**		Amendment # (for amendments only):	

Part 4: Amendment Justification

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

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 #5—Program Executive Summary	
County-district number or vendor ID: **108915**	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.	

Monte Alto ISD (MAISD) proposes the **Monte Alto Afterschool Partnership (MAAP)** as literally the map for academic success, youth development enrichment and family literacy services, between MAISD, Boys & Girls Club of Weslaco (BGCW, community based youth development partner), and Sylvan Learning Rio Grande Valley (Sylvan RGV, academic success partner). Additional supportive partnerships with the United Way of Hidalgo County, Texas A&M Hidalgo County Colonias and Housing Urban Development, South Texas College, South Texas Literacy Coalition, the Monte Alto Lions Club, VFW and Workforce Solutions will be leveraged for a well rounded, multi-level intervention to mediate academic skills gaps and risky behavior in the economically disadvantaged, 99% Latino student body.

In order to solicit input from community stakeholders, a Public Notice was placed on the February 29, 2016 board meeting agenda in order to discuss and consider the submission of the 21st CCLC application. The small rural *community* consists of 3500 individuals. When assessed, families were fully committed to the education of their children to break the cycle of poverty and were extremely supportive of the 21stCCLC application. The district met with the community to review data in order to identify the fundamental issues that the 21st Community Learning Centers must address.

Need Statement and Project Rationale: MAISD is an isolated rural school district in Monte Alto, Texas, colloquially known as the largest *colonia* (unincorporated town or collection of neighborhoods with substandard housing) in Hidalgo County. Hidalgo County is one of the poorest counties in Texas. The community of Monte Alto is 7 miles from the nearest incorporated town of Edcouch, Texas. The nearest library is 20 miles away in Edinburg, Texas. The impoverished community does not have formal, organized resources except for the school district and volunteer fire department. There is no public transportation other than school buses to and from the campus complex. MAISD is literally the primary and only community hub and source.

COMMUNITY DATA from U.S. CENSUS UPDATE 2014 – 2015					
Monte Alto Specific - Education Related Need	*Colonia*	State	Community Background: Hidalgo Cty Need	Cty	State
No High School Diploma	47.7%	17.3%	Bachelors or Higher (over 25)	16.4%	27.1%
Population Doesn't Speak English at Home	91.0%	34.9%	Income Per Capita	$14,525	$26,513
Households (w/child under18) Falling Below Poverty	53.1%	24.8%	Median Household Income	$34,952	$52,576

In addition, a district needs assessment was conducted in order to verify the need for the program and to determine which campus would best be served by this grant. The district is a **high-need, high-poverty (Title I, School-wide)** district.

ACADEMIC AREAS OF WEAKNESS					
	Economically Disadvantaged	At-Risk	ELL	College-Ready Graduates	Dual/Concurrent Enrollment
MAISD	90.3%	60.7%	33.2%	90.9%	58.6%
State	58.8%	51.2%	17.8%	78.4%	53.2%
Met Standards in STAAR					
	Reading	Math	Writing	Science	Social Studies
MAISD	64%	69%	64%	59%	54%
State	77%	81%	72%	78%	78%
Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)					

MAISD serves an economically disadvantage, Latino population with a high percentage of English Language Learners (ELL). Innovative interventions are needed to overcome socio-economic barriers and close the minority achievement gap.

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 #5—Program Executive Summary (cont.)	
County-district number or vendor ID: **108915**	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.

The Program Description below includes but is not limited to the following.

__Academic Success Model for Dropout Prevention, College Readiness and On-Time Promotion (Sylvan RGV)__
Texas AIM has already demonstrated success in ELL and underserved cpmmunities. The Texas AIM model is cited as a best practice by Texas Education Agency (TEA) for drop out prevention, (www.tea.state.tx.us). The model has a 75% academic success rate when attendance is 90% or more. The "Response to Intervention" model implemented by Sylvan teachers is a proven approach backed by extensive education research (Batsche & Curtis, 2007;Cassidy & Cassidy, 2007; Horowitz, 2005; International Reading Association, 2007; National Center for Learning Disabilities, 2007). However, third party validation study (Rockman et al, 2015) of the model in December of 2015 demonstrated major advancements due to the wraparound services model of Texas AIM. Monte Alto ISD will choose such a model given its demographics and parents needs assessment. The key compotent of this model is "mentoring tutors and tutoring mentors." Remediation of skill gaps and lifestyle challenges are addressed equally to impact academic progress and build resiliency. The approached is aligned with current mentoring and academic success research that draws the correltaion between postive youth/adult interaction and the decrease in negative behaviors in trying circumstances. (Reagan-Porras, 2013).

__Youth Development Activities with Boys & Girls Club of Weslaco (BGCW)__ will provide resiliency skills through mentoring prevention programs to resist at risk behaviors, thereby producing better school engagement and attendance. BGCW has been involved in designing the application. BGCW commits to providing the DOJ sanctioned, evidenced based mentoring programs for substance abuse prevention, dropout prevention, at risk pregnancy prevention and other risky behaviors. Enrichment activities will be provided to stimulate school and program attendance such as Art; Music; Character Education; Nutrition and Cooking, Sports Clinics; Zumba and Aerobics; Career exploration including medical fields, technology and small business ownership in areas like cosmetology (highly requested by students).

__College Readiness Activities will be provided in collaboration with Sylvan RGV and BGCW for all MAAP participants__ to include, completion of FAFSA and scholarship applications, campus tours, and assistance completing enrollment applications. Career exploration academies will provide provided with an emphasis on developing student career interests; personalized student portfolios; graduation and post-secondary planning; career entry requirements; career assessment and planning; college search and match tools; college entrance requirement information; virtual tours for over 7,500 U.S. colleges including online college enrollment.

__Family Enrichment Activities__ will also be offered to the families of participating students. MAISD will provide parent and student support, counseling, guest speakers, offer student activities to improve promotion rates, Partnering with **Region 1 ESC**, MAAP will provide ESL and GED classes, literacy programs, library services, and a reading program. Working with **Workforce Solutions**, MAAP will provide training, career counseling, and employment skills.

MAAP Anticipated Outcomes Aligned to TEA 21st CCLC Goals and ACE Critical Success Factors:
1) Sylvan trained (district employed for accountability and sustainability) certified teachers will serve 200/middle school and high school and 400 students at the elementary school through small group tutoring individualally tailored. 2) Participating Students will meet or exceed growth scale value over the course of 1 academic year;. 3) Demonstrate measurable increase in attendence and academic performance in 90% of students. 4) Monitor and discourage risky behaviors leading to intervention of the juvenile justice system in 99% of students.Continue monitoring 1 year after program participation. 5) Provide 30 family members per site with parent support, Adult Educations services and Workforce Soft Skills

__NEW/EXPANDED SERVICES MADE AVAILABLE BY THE PROGRAM:__ Although MAISD currently offers some after-school tutorials for its students, on an as-needed basis or contingent upon funding, the participating campuses are unable to provide a structured comprehensive program that addresses students' specific barriers. 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 while boosting academic success.

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 #6—Program Budget Summary		

County-district number or vendor ID: **108915**	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	$634,810	$43,000	$677,810
Schedule #8	Professional and Contracted Services (6200)	6200	$197,400	$9,000	$206,400
Schedule #9	Supplies and Materials (6300)	6300	$88,800	$	$88,800
Schedule #10	Other Operating Costs (6400)	6400	$38,980	$	$38,980
Schedule #11	Capital Outlay (6600)	6600	$35,000	$	$35,000
	Consolidate Administrative Funds			☐ Yes ☐ No	
Total direct costs:			$994,990	$52,000	$1,046,990
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			**$994,990**	**$52,000**	**$1,046,990**

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	$0	$0	$0

Administrative Cost Calculation	
Enter the total grant amount requested:	$1,046,990
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:	$52,349

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: **108915**		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	12	0	$259,200
2 Educational aide			$
3 Tutor	10	10	$129,600
Program Management and Administration			
4 Project director (required)	1	0	$60,000
5 Site coordinator (required)	3	0	$105,000
6 Family engagement specialist (required)	.5	0	$20,000
7 Secretary/administrative assistant	.5	.5	$7,800
8 Data entry clerk	.5	.5	$7,800
9 Grant accountant/bookkeeper			$
10 Evaluator/evaluation specialist	0	0	$
Auxiliary			
11 Counselor			$
12 Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			$
14 ESC coordinator/manager/supervisor			$
15 ESC support staff			$
16 ESC other			$
17 ESC other			$
18 ESC other			$
Other Employee Positions			
19 Title			$
20 Title			$
21 Title			$
22		Subtotal employee costs:	$589,400
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$
25 6121 Support staff extra-duty pay			$
26 6140 Employee benefits			$88,410
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$677,810
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$677,810

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

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

Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

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

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Sylvan Learning: Providing targeted academic intervnetions for small groups of 8 children in core subects (emphasis on Reading, Writing and Math) as well as STEM activities. Over 600 students targeted by grant will get some level of service throughout the terms (Average cost per child per grant year below $200). Costs include assessment, lesson planning, oversight, staff and training, certified teachers and materials/supplies. Programming for adult and family part of MOU as well.	$120,000
2	Boys & Girls Club: Non-profit partner providing targeted risky behavior prevention programming, recreation and health initiatives, as well as youth development utilizing award winning programs such as Smart Moves. Supporting STEM activities and Homework Help through Power Hour structure.	$67,500
3	Education Evaluation Services: Will conduct evaluation services described in grant and required by agency	$9,000
4	Heart to Heart Parents: Heart 2 Heart Parents is a parenting coaching and resource service that helps parents grow the skills they need to have more effective relationships with their children and teens that help them prepare for a successful future.	$9,900
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$206,400
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$206,400

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

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

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: **108915**	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$88,8000
	Grand total:	**$$88,800**

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

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

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: **108915**		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$38,980
	Grand total:	**$38,980**

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.

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 #11—Capital Outlay (6600)				
County-District Number or Vendor ID: **108915**			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2	Chrome books used for instruction in ACT and STEM programs	120	$250	$30,000
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	Instructional software for STEM activities	2	$2,500	$5,000
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	**$35,000**

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

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

Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: **108915**	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: 1,018

Category	Number	Percentage	Category	Percentage
African American	2	.2 %	Attendance rate	96.1 %
Hispanic	1,007	98.9 %	Annual dropout rate (Gr 9-12)	0.8 %
White	9	.9 %	Students taking the ACT and/or SAT	61.5 %
Asian	0	0.0 %	Average SAT score (number value, not a percentage)	1153
Economically disadvantaged	944	92.7 %	Average ACT score (number value, not a percentage)	16.5
Limited English proficient (LEP)	344	33.8 %	Students classified as "at risk" per Texas Education Code §29.081(d)	60.7%
Disciplinary placements	DNA	DNA %		

Comments

These statistics tell us that although Monte Alto ISD has an staggeringly high economically disadvantaged population (**92.7%**), 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, coupled with the language deficiencies (**33.8%**) 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 (**96.1%**), 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 that is present in Monte Alto and demonstrated by the demographics above. 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 **MAAP** 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 (**98.6% 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	0	0 %
Hispanic	46	98.6 %	Bachelor's degree	32	66.7 %
White	1	1.4 %	Master's degree	16	33.3 %
Asian	0	0 %	Doctorate	0	0 %
1-5 years exp.	25	51.9 %	Avg. salary, 1-5 years exp.	$43,664	52%
6-10 years exp.	17.1	24.8%	Avg. salary, 6-10 years exp.	$46,305	25%
11-20 years exp.	11	16%	Avg. salary, 11-20 years exp.	$53,510	16%
Over 20 years exp.	8	11.6%	Avg. salary, over 20 years exp.	$59,994	7%

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 #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: **108915**	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	33	60	61	61	62	62	61	67	67	66	50	50	50	50	800
Open-enrollment charter school															NA
Public institution															NA
Private nonprofit															NA
Private for-profit															NA
TOTAL:	33	60	61	61	62	62	61	67	67	66	50	50	50	50	800

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 #13—Needs Assessment	
County-district number or vendor ID: **108915**	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.

MAISD posted public notice for the February 28th meeting. Parents and community leaders were in attendance. Community stakeholders were well engaged and responded by written survey and verbal comment in focus groups which were conducted in English and Spanish.

PRIORITIZING MULTIPLE NEEDS AND ALIGNING ACTIVITIES: **Specific needs have been identified and strategies to address those needs have been described. (10 points)** The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity or mandatory requirements) that support prioritization were applied. The following areas were identified as areas in need:

Community Partnerships for Wraparound Service Academic Success Models that target ELL and low income populations – Stakeholders were particularly interested in wrap around service models that had validated success with ELL, low income populations. Monte Alto ISD data was part of a third party validation of Rockman et al's evaluation of the Sylvan ACE-IT and BGC wrap around services model. For this reason, discussions have begun with such partners.

Multiple Businss Partnerships - The participating campuses lack community support needed to encourage students to strive in their academics and prepare for college and career. To this end, local businesses and organizations must come together to form a collective safeguard that will help ensure that participants are provided with guidance and enrichment opportunities during out-of-school time.

Teacher Professional Development which aligns afterschool/extended day programming to daytime classroom instruction. Utilization of learning objectives which answer the questions, "What do I want students to know how to do when they leave this course?" Instructional strategies that reinforce the daytime classroom learning. In addition, teachers wanted PD to help them master the art of delivering remedial differentiatiated instruction during afterschool, Saturdays and summer to students that have skill gaps from lower grade levels. This will help maximize school day instruction and deliver optimal results for student achievement.

Enrichment Activities that boost school attendance and school engagement. Supervision should include a mentoring model for at risk behavior prevention, particularly during high crime afterschool

Family Literacy Activities which translate to income generation are among the top priorities for MAISD struggling families.

Infrastructure – The campus lacks theintructional resources and technology and infrastructure that is critical to meet the needs of the 21st Century educational system. Studies indicate that technology-driven instruction serves as a catalyst for engaging at-risk youth; thus, assisting in increasing their academics. As technology is a great academic motivator for students, the district would want to use technology in the classroom as much as possible.

ALIGNMENT
The **Campus Improvement Plans (CIPs)** of each campus also identify strategies that are aligned with developing the academic performance of the ELL population as a top priority through enhanced teacher professional development and instructional strategies, community partnerships and family literacy activities. The Afterschool Taskforce along with 21st CCLC staff will work together to align 21st CCLC strategies and progress on the CIPs through ongoing and continual planning, data collection, evaluation, reporting and feedback.

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 #13—Needs Assessment (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	**Improve Academic Performance** – MAISD has a higher than state comparison of students who do **not** meet standard particularly for the ELL population as evidenced by the following. The gaps are: Reading gap between state and district is 36% (State 74%, District 38%) Math gap is 25%(State 74% District 49%) Writing gap is 30%(State 68% District 38%) Science gap is 35%(State 75% District 40%) Social Studies gap is 47% (State 74% District 27%)	**Individualized learning** will meet students at their current level to **close learning gaps and increase academic gains:** -Specialized programs include: Sylvan ACE-IT Response to Intervention (Math/Reading/Writing), Sylvan Academic Camps (features small group core instruction), BGC Power Hour (homework help, part of the Texas AIM dropout prevtion model), STEM Project Based Learning Academies (STEM fields in academic and enrichment camps)
2.	**Improve Attendance** – MAISD has drop-out rate of 2% when compared to the state's average of 1.3%. Attendance is essential to improving retention and graduation rates. Research demonstrates attendance linked to student retention. Targeted enrichment activities have been shown to demonstrate improved attendance in TEA 21stCCLC Statewide evaluation.	**Intensive Case Management** including: -BGCW Mentoring-one-on-one and group mentoring with BGCW *Smart Moves*, (Skills Mastery And Resiliency Training) an at risk behavior prevention program and BGCW *Be Great Graduate Program* emphasizing attendance; -Increase School Engagement with MAISD, Sylvan & BGCW team involvement; -MAISD district attendance incentive program with home visits from 21st Century Family Engagement team.
3.	**Improve Behavior** – TEA 21stCCLC Statewide evaluation from previous cycles demonstrates students with high engagement levels in school, have less discipline referrals.	Creating and **environment for success** and breaking the cycle of failure for children: -Evidenced Based BGCW At Risk Behavior Prevention Smart Moves and Smart Leaders(Skills Mastery And Resiliency Training), a curriculum based group mentoring program through BGC risk- behavior prevention programs; -Service Learning Approach to motivate positive behavior through BGCW Keystone Club;
4.	**Improve Promotion Rates** - MAISD has a drop-out rate of 2% when compared to the state's average of 1.3%.	Strategic **Academic Case Management** by district, site coordinators and other grant staff; -Utilize integrated homework approach of MAISD, Sylvan and BGCW with Power Hour Tutoring to track attendents, grades, and school behavior; -Expand Academic gains through increased Adult education and Family Literacy rates;
5.	**Improve Graduation Rates with a focus on the ELL population** – One third of MAISD students are identified as ELL which is much greater than state average. The ELL graduation rate at MAISD lags the general population.	ELL students/families receive **priority invitations to MAAP:** -MAISD will utilize individual graduation planning integrated with BGCW mentoring; -BGC Goals for Graduation (proven method with 90% graduation rate) to set measurable goals, -Career exploration programming with workforce partners, -BGC Family Plus Program & Heart2HeartParents to increase family involvement in graduation planning.

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 #14—Management Plan	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Full-time Position. Required Teacher Certification and Bachelors degree in education, Masters preferred; youth development experience, preferrably with the Boys and Girls Club. Excellent oral and verbal communication skills are crucial to work.
2.	Site Coordinator(s)	Full time position. Preferred bachelors degree in Education or Social Behavior. Required supervisory experience in youth development program. Must be bilingual, flexible, and have excellent communication skills, and good computer skills
3.	Family Engagement/ Data Specialist	Part-time Position. Required Associate's degree, preferred Bachelors. Required experience supervising or working with families. Job entails cultizating parent partner relationships. Must be bilingual with excellent communication skills. Computer database experience preferred.
4.	Independent Evaluator	Required Masters or Doctorates degree in education, social science, or related field. Required Experience evaluating federal or state funded programming, preferably education programming. Must have no conflicts of interest and adhere Evaluators Code of Ethics.

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

#	Goal/Objective		Milestone	Begin Activity	End Activity
1.	Improve Student's Academic Performance	1.	One-on-one and group tutoring will be provided to help struggling students meet local/ state objectives.	09/05/2016	04/30/2017
		2.	Reading and Writing scores will increase by 10%.	09/05/2016	04/30/2017
		3.	Math scores will increase by 10%.	09/05/2016	04/30/2017
		4.	Social Studies scores will increase by 10%.	09/05/2016	04/30/2017
		5.	Science scores will increase by 10%.	09/05/2016	04/30/2017
2.	Improve Attendance	1.	Student attendance will increase by 3%.	09/05/2016	11/30/2016
		2.	MAISD will enhance plan to provide educational incentives to reward regular attendance.	09/05/2016	08/31/2016
		3.	Establish an on-going Truancy Prevention Program.	09/05/2016	10/17/2016
		4.	Partner with providers to provide parent sessions	09/05/2016	07/31/2016
3.	Promote Positive Student Behavior	1.	Develop & implement integrated case mgmt. system	09/05/2016	07/31/2016
		2.	90% of students participating in BGCWSMART Moves will avoid at risk behaviors	09/05/2016	07/31/2016
		3.	Provide a PD training on PBIS initiatives.	09/05/2016	03/15/2016
4.	Increase Grade Promotion Rates	1.	Provide activities to incentivize promotion rates improvement with partners.	08/01/2016	07/31/2017
		2.	Provide tutoring for 1 hour at least 3 times a week.	09/05/2016	05/28/2017
		3.	Provide students with homework assistance, Power Hour in Reading, Math, Science and Writing.	09/05/2016	05/28/2017
5.	Increase Graduation Rates Improve	1.	Increase MAISD graduation rate from 87.9% to 100%.	04/01/2017	05/31/2017
		2.	Create students' grad/college/career portfolios	09/05/2016	05/31/2017
		3.	Host at least 3 college night financial aid and scholarship sessions for students and families.	10/15/2016	04/15/2017
		4.	Provide ongoing career exploration activities using partners for academic and world of work correlation	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.

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 #14—Management Plan (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

The procedures ensure feedback and continuous improvement in the operation of the proposed program. (3pts) A collaboration between MAISD, BGC Weslaco and Sylvan Learning RGV was established through the development of previous grants. Program adaptations will be based on data collected. Data will be collected according to a process and timetable set by the Project Evaluator and reviewed by the Project Director, for the purpose of maintaining a continuous flow of feedback and improvement. Monthly meetings will be held with the project director and site coordinator to address strategic improvements. **How the plan for attaining goals and objectives is adjusted. How changes are communicated.** Results and strategies will be shared at weekly staff meetings. Any changes that may need to be made to the goals, objectives, or design of the program will be added to the school board agenda or the campus' website. Parents and students will be sent home with a notice in both English and Spanish that will inform them of the school board meetings being held to discuss the proposed changes. Staff and teachers will be provided notices via email, and members of the community will be notified through the school marque and district and campus website. **The level of involvement and commitment to the program of all participants is sufficient to ensure the successful implementation (4 pts).** Community leadership is key to learning center success. The following will ensure participation of all stakeholders, 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. An **After-school Task Force** will serve to oversee that center programming is meeting requirements and grant goals.

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 MAISD 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. MAISD will support the added costs that will be associated with the 21st CCLC Program (i.e. utilities, building use, maintenance, technology, etc.) due in large part to its partnerships. MAISD has a history of parterships with community organizations and post-secondary instutitions. MAISD has been successful in implementing numerous federal, state, and private grants. MAISD has developed a sustainability program design to sustain the 21stCLCC program long after completion. The sustainability plan will be activated upon notice of award and will call for partners to assist financially and with man power in the form of volunteers, materials, and supplies. A component of the design includes an aggressive pursuit of foundation and private sector dollars.

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 seek to diversify its funding streams. The sustainability plan 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 sustain this initiative after the end of the program by enforcing a sustainability plan which includes a Handbook of Operating Procedures (HOOP). **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 to the program.

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 #15—Project Evaluation			

County-district number or vendor ID: **108915**		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.	Data Collection	1.	90% participants completing program activities, extracurricular involvement
		2.	Student grades, attendance, discipline, assessments, graduation rates
		3.	80% Parent involvement;
2.	Surveys	1.	90% completed surveys
		2.	pre/post data of change in student attitudes, engagement
		3.	pre/post data of change in parent & staff attitudes/perceptions/engagement
3.	Interviews Observations	1.	Data collected on center intentionality, organizational practices, and community connections
		2,	Academic enrichment activities, non-academic enrichment activities and homework help activities
4.	Professional Development Impact	1.	Formal observations of implementation of instructional strategies
		2.	Teacher evaluation of professional development presentation(s)
5.	Data Collection	1.	90/% participants completing program activities, extracurricular involvement
		2.	Student grades, attendance, discipline, assessments, graduation rates
		3.	90% Parent involvement;

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.

An external evaluator will be responsible for qualitative and quantitative data collection, and data analysis for formative quarterly reports and summative evaluation. Both quantitative and qualitative methods for collecting data clearly related to the intended results of the project will be implemented to determine the impact of the initiative on student outcomes and the degree to which project objectives were accomplished. Data to be collected include: (1) activity logs and participation logs, (2) likert scale surveys, containing closed-ended and open-ended items, (3) pre/post data of student participation and attitudes, student attendance, report cards, discipline reports, graduation, state assessment results, etc. (4) formal and informal observations of program components using a rubric of activities—academic enrichment activities, non-academic enrichment activities (that is, purposeful activities that build skills and knowledge and were not related to a core subject area), and homework help activities—across different levels of quality, (5) parent survey including participation, perceptions, etc., (6) interviews of random selection of teachers, parents, and students using a rubric with three categories: center intentionality, organizational practices, and community connections. **Professional Development Impact**: data will be collected on the implementation of strategies learned through training to determine a noticeable difference in educational instruction. **Key Evaluation Questions:** Two primary research objectives of the evaluation are to understand how well the MAISD project implemented *quality* programming in terms of research-supported practices and approaches, and what impact *participation* in ACE-funded activities had on student academic outcomes. Findings be used to refine, improve, and strengthen the program:Data results will be used to refine, improve, and strengthen the project and to refine performance measures to accurately assess project effectiveness in meetig goals and objectives. Results will be made available to the public through publications, and school website; (3) ultized to provide feedback on project to stakeholders. The tentative timeline and scope of work has been set for the evaluation: August-October: comparison of project student demographics and non participants; implementation of pre-surveys. November-December: review of TX21st highlighting potential problems with data-information; formal observations, interviews. January-May: comparison of 1st semester pariticpant and non participant academic data, 2nd semester data collection, observations, surveys, interviews; June-August: Final evaluation report for publication and public sharing.

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 #16—Responses to Statutory Requirements	
County-district number or vendor ID: **108915**	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.

Afterschool Activities: Participating students will rotate through the following programs, strategically designed to target areas of needed improvement. Sessions will be 50 minutes each with 10 minute transition time and a student to staff ration of 22:1. Healthy snacks and supervised transitions between sessions will be provided.

Academic Activities: RTI Interventions with Evidenced Based, Validated ELL Success (Sylvan Learning RGV)
Students are evaluated and assessed, then grouped by skills level. Interventions address skills gap remediation through a tiered approach. The tiered interventions are named *"Catch Up," "Keep Up"* and *"Get Ahead."*
- *Catch Up*: ACE-IT tutorials for Math and ELA with supplemental education partner
- *Keep Up*: Power Hour - afterschool homework help with BGC Weslaco
- *Get Ahead*: STEM - Enrichment through partners, Sylvan RGV, Workforce Solutions, Local Hospitals; ACT and SAT Camps will be also be provided for targeting college readiness

Enrichment Activities: BGC Evidenced based Programming
- College Readiness – Be Great Graduate and College Ready – 2 BGCA Programs which help students build a post secondary education plan and
- Career Exploration - Medical Academies, Workforce Solutions Job Shadowing, Cosmotology Demonstrations and Internships (Private Sector) and BGC programs Career launch, Club Tech, and Money Matters
- Recreation - BGC Triple Play (fitness games) and Healthy Habits (nutrition education)
- SMART Moves (Skills Mastery and Resistance Training) - age specific, at risk behavior prevention
- Service Learning

Services Family Literacy during the day and evening will include ESL, GED, ABE with computer and financial literacy.

Travel and Safety- All sites are located on campus, so participating students only have to travel within their own school and transitiion through rotation locations including the gym and caftereria. Transportation to and from program services will occur within the schools normal transportatiion services including buses and crossing guards for students who walk. Late Buses for programs will serve students who stay for 21st CCLC and will be donated in kind by the school district.

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.

MAISD will utilize the Texas ACE branding outreach materials to disseminate information about the 21st Community Learning Centers. This will include flyers, brochures, recognition articles, and press releases. All literature will be printed in both English and Spanish in a manner that is understandable and accessible to all parents and residents.

MAISD is considered the community hub of rural Monte Alto, Texas. As such, MAISD and its partners have established relationships with students and parents through face-to-face contact.

Flyers will be distributed to children to take to their parents notifying them of the expanded learning opportunities available. Flyers will also be posted at doctor's offices, churches, businesses, local post office, and local community organizations. In addition, MAISD will also employ other media to gain support for programming , including website, social media, television (when appropriate) and flyers.

The MAISD has a network of partnerships with other community organizations and utilizes this to circulate information and extend its reach. To extended this even further, MAISD and its partners will make personal phone calls and home visits to parents to make sure they are aware of 21 CCLC program opportunities.

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 #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **108915**	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.

To Improve Campus and Student Academic Achievement through tutoring (one on one and group), credit recovery, mentoring/prevention programs and family literacy services. Tutorial and enrichment services will help students who are attending low-performing schools to meet state and local academic achievement standards in the core academic subjects. These activities will campus and student academic achievement improve, as well as overall student success. The district compiled the following.

- **MAISD Tutoring with RTI Partner such as Sylvan Learning RGV (as requested)** - By providing tutoring for students outside the traditional school day, the district will be able to help students improve their school work habits. Tutoring will also help students improve achievement by building on the learning that takes place during the school day. The program will provide students with various tutoring methods, one-on-one and group. Sylvan Learning Center's ACE-IT services (boasts TEA approval under previous programs and 35+ years of evidence based curriculum) provides even the most at-risk students the support needed to succeed academically. Sylvan hires certified teachers and trains them using a small group instruction model.An independent study found that wraparound services achieved measurable GPA and state test improvements with 90% attendance. - **Credit Recovery** - The district will provide students opportunities for credit recovery and accumulation (also known as credit retrieval). During the program's hours of operation, students will be able to work closely with teachers either individually or in small groups to complete coursework or credits required to graduate. Challenges that prevented students from successfully completing courses. - **Homework Assistance with CBO Partner, BGCW (Power Hour)** - The district will provide Homework Assistance for students that are lacking the supervision, motivation and concentration required to complete their homework. By providing the students supervised assistance with their homework, the district is confident, students will better understand their courses. - **Mentoring/ Prevention Programs with CBO Partner BGCW** - will provide behavioral support, evidence based, at risk prevention curriculum delivered through group mentoring. *Ninety percent (90%) of Boys & Girls Club members graduate from highschool. The U.S. Dept. of Education has found that quality relationships with trained mentors lasting for more than a year, with child directed activities can lead to improved school attitudes, attendance and performance.*

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.

Coordinate with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts). 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. 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, utilities, staff, and teachers will be utilized as in-kind. Furthermore, the proposed program is replicable to other districts that have similar student and academic demographics as the district.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided (3 pts). The proposed program will be utilized to supplement not supplant any federal, state, and local funds.

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 #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

Evidenced Based RTI Academic Success Model - The MAAP design is based on the TEA Texas AIM model which is a TEA best practice dropout prevention model. Rockman et al (REA), a nationally known research and evaluation firm, has been engaged by Sylvan Learning to evaluate the academic impact of the Ace it! program, offered by Sylvan Learning Centers across Texas in cooperation with local Boys & Girls Clubs, as part of the Texas Academic Innovation and Mentoring (AIM) program. Since 2009, more than 10,000 students have received after-school or summer Ace it! tutoring in mathematics and reading through the combined efforts of project partners. This report summarizes preliminary findings on the program's impact on students' academic growth. Based on data from Sylvan's Ace it! data system, the report examines students' performance on one of two subject-area tests, both from Pearson Publishing: the Group Reading Assessment and Diagnostic Evaluation (GRADE), or the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). Test results from almost 3,000 students, who had both pre and post test scores, show that Ace it! had a positive impact on performance. In both reading and math, and for all three grade bands, students made pre- to posttest gains. Overall, students' GSV scores increased by 17 points in reading and 10 points in math; NCE scores increased 9 points in reading and 18 in math. Results generally reflected typical growth trends, with the younger students showing the most growth. GSV and NCE gains from pre to post test for all groups, except for grades 6-8 in reading, were statistically significant. In reading, first and second graders' GSV scores on the GRADE test rose 27 points, from 351 to 378. Pre- to post-test gains were smaller for students in grades 3-5, but students still made, on average, a 15-point gain. Sixth through eighth graders' scores increased by narrower margins. In math, students in grades 1-2 and 3-5 made similar GMADE gains from pre- to post-tests, at 11 and 10 points, respectively.

Evidenced Based Enrichment - The U.S. Department of Justice accepts BGCA's SMART Moves and SMART Leaders as an evidenced based curriculum based group mentoring program which results in at risk behavior resiliency resulting in dropout prevention, substance abuse prevention, teenage pregnancy prevention and juvenile crime prevention. Rio Grande Valley Boys & Girls Clubs implementing TXSYN a combination of prevention curriculum have resulted in 99% of youth having no behavior discipline report and no involvement with the criminal justice system while 93% had on time grade promotion (Reagan-Porras, *Journal of Applied Social Science, 2013*). According to the Academic Enrichment Project, 2006, youth development activities are not academic in nature but allow students time to relax or play. The primary lessons learned are in the areas of social skills, teamwork, leadership, competition, and discipline. In addition, the White House Initiative for Excellence in Hispanic Education has highlighted local EDGE STEM programming from a neighboring community (partnership between local EDC, BGC and Sylvan) as a bright spot in education based on promising results in increasing STEM skills and awareness about STEM opportunities. Best practices have been obtained and informed development of STEM programming for MAAP.

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." Therefore, diverse but integrated family and parental support activities will be offered.

Data Collection Summary -*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. 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 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. All site coordinators are maintaining pre and post program statistics to prove demonstrated program success. Measureable student gains aligned with the Evaluation Plan will enable MAISD secure additional funding once the grant cycle is ended.

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 #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

X Check this box IF you are applying for priori ty 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 MAISD is applying for priority points with CBO partner, Boys & Girls Club of Weslaco.

MAISD (LEA under Part A of Title 1) and the BGC Weslaco (CBO) have entered into an innovative partnership for the priority points of BGCW. A memorandum of understanding (MOU) has been signed and is available as an attachment to this grant application or is kept on file at MAISD Central Office and 21st CCLC ACE Office on site. The MOU outlines the roles and responsibilities of each partner.

BGCW is 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". The City of Weslaco, Texas is just 12 miles from Monte Alto, Texas. BGC Weslaco like Monte Alto is located in a region with a high poverty rates over 30% with an 98% Latino population. The region is threatened by border violence.

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 BGCW which aligns with the mission of MAISD which is *to promote high standards of values, integrity and service which prepare students to become productive and responsible members of society.*

Together with academic partner, Sylvan RGV and other stakeholders, the partnership between MAISD and BGCW 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.

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 #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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.

MAISD is a rural district. The nearest neighboring urban centers with consolidated school districts are 15 miles miles away. The isolated nature of MAISD is the backdrop for needed services since the schools serve as the sole community hub. Needs assessment is set within the rural social reality and shapes MAAP Project Design.

A needs assessment conducted with teachers, students, parents, and community leaders yielded these conclusions:
- Community Organizations, School Districts, and Local Government have typically lacked the resources needed to overcome the massive socio-economic barriers the community faces
- Academic interventions are needed to combat the complicated effects of high poverty rates resulting in lower graduation rates.
- There is an extreme lack in enrichment activities, and low parental involvment must be addressed for programs to succeed, particularly in the leisure summer hours in the rural community.
- Teacher recruitment and retention is a great need.

Based on this needs assessment strategies were developed to target specific need areas and emphasis:
- Dropout prevention- provide academic opportunities for advance and credit aquirement in order to retain students
- increase enrichment opportunities to combat juvenile crime, including programs in recreation, wellness, and career development
- Increase parental invovlment- engage families in lifelong learning opportunities and technology activities. Parents have expressed an need for resources including tutoring sevices, enrichmetn opportunites, scholarship awareness, and financial guidance.

Teacher training: MAISD Partnership with UTRGV Department of Education and Sylvan Learning RGV
MAISD already works with student teachers and internships. Creative supports exist with incentives for recruitment and professional development for retention. Professional development in inquiry based approaches, project based learning and growth mindset will be provided. A plan for teacher mentoring for first year teachers is being implemented. Academic success partner, Sylvan Learning RGV has committed to work with MAISD and its partner UTRGV to train the teachers and student teachers in the Ace-It! Model and work together to recruit and retain teachers for MAISD, leaving them equipped in small group instructions. Ace it! teachers, who receive certification prior to working with students as well as ongoing training, have access to training both on-line and in-person. The online training through Sylvan's proprietary training site, Sylvan University, included instruction on the Ace it! Math and/or Reading curriculum, small group management, assessment, placement and reporting. All teachers receive at least 6 hours of in-person training.

To ensure program relevence, student interest for summer and afterschool programming will be gaged through surveys. Students will influence summer program direction through a student council to help actively plan programming to meet their needs and interests. MAISD MAAP with partners BGCW and Sylvan Learning RGV will offer learning camps for 6 weeks during the summer, utilizing site and club resources for activities. Extended summer learning opportunities and engagment are an efective way to combat summer learning loss as backed by extensive research. (Darling-Hammond,2008) Varied, project based learining will utilized during summersession with a special emphasis on STEM activities. Sylvan Camps include math intervention, ELA skills development, or STEM camps. Camps will meet the following goals:
- recruit at 200 students per campus for project
- provide two camps in at least two STEM subjects
- activities include critical discussion, reaading and writting activities, group activities, and action
- devolop critcal thinkings skills
- encourage parent participation

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 #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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.

RTI Academic Success Best Practice Model with ELL, economic disadvantaged populations - MAISD with partner with CBO, Boys & Girls Club of Weslaco who has a wraparound services tutoring and mentoring model with Sylvan RGV that is based on TEA best practice dropout prevention model, Texas AIM. It is designed as a collaborative service model that utilizes the strengths of all partners, share strategies, and combine resources. Particpants in the Sylvan Ace-It program have both a school attendance and grade improvment of 90%. This has been recently validated by third party evaluation and proven to be effective (Rockman et al, Dec. 2015). Students involved in BGC Welsaco program have a graduation rate of 90% according to Boys & Girls Club of America independent evaluation, Private Venture. BGC prevention curriculum, SMART Moves and SMART Leaders and group mentoring models are nationally sanctioned as evidenced based by the U.S. Department of Justice have decreased the number of referals and incident reports.

College Readiness Best Practices - Students need to be exposed to colleges and universities in order to realize the significant requirements to be college ready. The district must play a large part in this by providing with the opportunities to visit colleges and universities and have college and university brochures available for students to review. As the district is a low socio-economic community, it is imperative that the district provide college and career awareness opportunities and let them be exposed to what would hopefully be a new part of their life. Students and parents would attend financial aid workshops. They would receive FASA completion assistance and athletic scholarships. Many of our students would be first generation college students. The district would provide exposure to multiple after high school opportunities. The district would also provide early exposure to elementary students. College readiness focuses on the correlation between performance measures and postsecondary success. A four –part conceptual mode was developed that demonstrates the four-dimensions of college and career readiness: 1) Key cognitive strategies, 2) Key content knowledge 3) Academic behaviors 4) Contextual skills and awareness. (Conley, 2007, Educational Policy Improvement)

Postsecondary Workforce Preparation Best Practices
Real world applications for academic applicatons is effective for academic achievement. Career and technical education implemented via multiple pathways include preparation for civic involvement, student achievement, development of prob-lem-solving and analytical reasoning, and personalization. (Kemple and Snipes 2000; Kemple, 2004 & 2005).For this reason the project design includes specialized academies for career path related learning and achievement. Workforce Solutions will provide job shadowing, internships and employment. Local businesses responding to student survey interests will provide training and internships in cosmetology, engineering, legal services and medical field applications.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers will be trained using an array of proven resources including a childcare handbook, staff development training, CPR Certification, and a background check. The ACE PRIMARY Resource: Employee Handbook will be used as main guide to all volunteers and staff. MAISD and BGCW are experienced in the use of volunteers. Routine training sessions will be ongoing and specific to volunteer needs. Volunteers are recruited from several places including high schools, universities and parent/teacher organizations. Senior volunteers with experience working with school children are recruited through Retired and Senior Volunteer Program (RSVP) which frequently recruits retired teachers. All senior volunteers and program staff will be provided a standard childcare handbook for working with participants, CPR and first aid training, and staff development training. Moreover, the district will ensure that all volunteers that participate in the program will be fingerprinted and undergo a criminal background check in order to ensure the safety of all participants. Furthermore, garnering support from volunteer parents and building strong community partnerships is key to setting up a 21st CCLC program that will be sustainable in the long run for several reasons.

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 #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
 X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Yes, MAISD is committed to sustainability which is evidenced by the letter of support with original signatures by ALL elected school board members. The letter is attached to this application.

Statement of Sustainability: All partners have agreed to collobaritively ensure the coninutaion of community centers once the grant cycle has concluded. The points summarize the strategy and commiments for continuation:
- Maintain learning centers that continue to deliver quality programs that are relavent to community needs
- Utilize network of community partners and businesses to provide contiued support for services
- Create innovative strategies for leveraging community resources and volunteers
- Actively inform community of all learning center aspects
- Work with grant coordinators to find additional funding

Strategies for sustainability are the following.

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: UTRGV, TSTC, Hidalgo County Sheriff's Department and Hidalgo County Workforce Solutions.

Sustainability Plan – Develop a written, comprehensive 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. In addition to supporting 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 (HOOP). 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. 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.

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 #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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.

Communtiy partnerships were established during the intial planning of thi program and will continue to play a crucial part in its success, benefitting students through increased program service quality and academic success. While BGCW has sufficent resources and volunteer basis, additional partners must be brought into the collaborate in order to effectively combat the socio-economic barriers our students face. Community Involvmetn will be cultivated and utilized in the following ways:

- **Communication-** Communitcation with stakehiolders will be ongoing and frequent, in order to gain feedback from teacher, students, parents, administrators, buisness community members, and program partners. All parties will be encouraged to submit additional recommendations through letters to the progect manager.
- **After-school Task Force-** An afterschool task force will be developed to ensure programs have the needed support sto be succesful. A strategic plan guided by community input will aslo be developed and the task force will review and evalute goals and program success after one year.
- **Meetings-** the Project Director will schedule monthly meeting to ensure communication with particpants and stakeholders and distrubute evaluation results.Its is the Project Director's responsibility for communicating schedule meeting to all parties, as well as directoring the meeting and keeping notes on meeting content.

Stakeholder involvement methods will be used to identify, recruit, and structure the involvement of diverse stakeholders throughout the program. This method will help align the resources of stakeholders towards common goals and will be essential in adopting and implementing the program. The goal is to progressively transform stakeholders into partners that support and implement the plan. The district has identified three methods for **continuous feedback and involvement from community stakeholders** which are 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 program and its success. *Stakeholders include, a representative from each partner agency, members from the parent advisory board and local community and business owners who also have a stake in MAISD graduates for economic development. Equal representation among each group type will be included and equal vote by each representative with assure full participation of all.*
- **Educate Stakeholders:** The district will educate stakeholders on key areas of concern facing the community and their youth, solutions proposed by the program, 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 program is on track. Areas of concern will be discussed and suggestions for improvement will be solicited from each stakeholder.

The district has already **engage a community advisory council in the design phase of the program and proposal** to ensure that the community stakeholders contribute to the following 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.

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 #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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.

The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing tasks. (5 points) The district will establish a management plan that will ensure that all of the components adhere to the requirements set forth by TEA and provide high-quality programming for all participants. The management plan will include the following information:

- An outline of the program's objectives and goals;
- A list of actions to achieve the goals and objectives;
- Descriptions of the roles and time commitments of personnel and participants involved in the program, as well as, how these roles might change throughout the program;
- Procedures to recruit participants;
- Procedures to acquire and maintain technology equipment, software, and supplies;
- A timeline for various stages of the program; and
- A process to handle possible program modifications.
- A plan for ongoing training of staff, collaborating teachers and volunteers

The management plan based on the ACE Primary Resource Management Task requirements, will involve student participation, partner collaboration and communication of all stakeholders. It will also include the evaluation of each role throughout the program's timeline. An organizational chart will also be developed in order to streamline personnel interaction and individual responsibilities in the structure of overall management. **The Federal Programs Director and Afterschool Taskforce** already described will approve the management plan.

Working with the Superintendent the Federal Programs Supervisor will be responsible for hiring a fulltime, experience degreed education professional, **MAAP Project Director** that meets previously specified requirements. The Project director will over see all projects and sites and is responsible for ensuring they adequatley address demonstrated needs and are on track to meet succes goals and objectives. The Project Director will conduct monitoring visits to each sit at least once a week, to evaluate program success and determine need improvements. The Director will report on finding and schedule meeting with site staff to deliver report results and dicuss needed improvmetns and implement program changes. The Director is also responsible for coordinating staff and volunteer training and relaying training schedule information to staff at meetings. The Project Director is responsible for communicating with site coordinators to ensure that all staff information including roles, responsibilities, and qualifications are up to date, in order to ensure that the site maintains the required staff to student ratio of (22:1). It is the joint responsiblity of the Project Director and Site Coordinator to communicate with partners and maintain program schedules.

The **MAAP Site Coordinators** will ensure correct program implemenation and supervise volunteers and staff at their site. They will manage grant activities and programs during program hours, and ensure that the programs meet the needs of idividualized campuses. They will hold weekly meetings with staff to prepare activities and attendance logs, and complete lesson plans. Site Coordinator will oversee lessons to ensure content follows approved lessons plans. Staff will maintain daily attandence logs. Site coordinators will debrief staff at the end of the day to discuss any improvments or issues.

The **MAAP AFTERSCHOOL TASKFORCE** (a different body that the community advisory board) armed with information from the Project Director in close association with the Independennt Evaluator will report to the Superintendent and Board of Directors. To clarify, the Taskforce governs the program; the community advisory committee promotes and guides the evaluation of the program.

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

County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

Center Number: 1	Center Name: **Monte Alto Elementary**		
9 digit campus ID#	108915101	**Distance to Fiscal Agent (Miles)**	0
Grade Levels to be served (PK-12)	K-5		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	400
Number of Adults (parent/ legal guardians only) to be served:	50

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

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	none			
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: **Jose Borrego Middle School**		
9 digit campus ID#	108915041	**Distance to Fiscal Agent (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:	200
Number of Adults (parent/ legal guardians only) to be served:	40

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	none			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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 #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

Center Number: 3	Center Name: Monte Alto High School		
9 digit campus ID#	108915001	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	9-12th		

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:	200
Number of Adults (parent/ legal guardians only) to be served:	40

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	none			
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: NA		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

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

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

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

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

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 #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

Center Number: 5	Center Name: NA		
9 digit campus ID#	**NA**	Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

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

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

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

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

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

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

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

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

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

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

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 #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

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

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

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

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

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

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

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

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

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

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

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

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 #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

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

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

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

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

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

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

Center Number: 10	Center Name: **NA**		
9 digit campus ID#	**NA**	**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

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

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

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

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

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 #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts) MAISD has a history of coordinating funds to better serve the needs of their children and families. Materials purchased through federal and state funds will be utilized to allow families to accelerate their instruction. The district will also maximize the following resources: 1) Title I Part A - Improving Basic Programs; 2) IDEA-B Special Education and Pre-school; and 3) Title I, Part C,– Migrant, Title III (LEP), Rural and Low Income Schools and Perkins Grant.The Superintendent and the Business Office will ensure that state/local funds are not diverted from the campuses because of its acquisition of the 21st CCLC grant. If awarded, the program activities and services provided by these grant funds will be supplemental to existing federal, state, and local service activities and will not supplant existing programs.

Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. The participating campuses are considered school-wide, Title I eligible. Therefore, all NCLB and federal entitlement purchased materials, supplies, and equipment not maximized during the day will be utilized before, after-school, weekend, and/or during summer programming. In addition, materials and facilities paid for through compensatory education funds will also be maximized for participants in the 21st CCLC Program.

Recruitment- ELL and At Risk students are recommendded to the program by site school counselors and administrators. "At risk" is defined as students who did not pass one or more core subjects (math/Ela), have not met STAAR benchmarks,or have had behavioral/attendance issues extensive enough to interfere with learning. Students falling into this category will be invited to participate in services. Recruitment will begin the first day of school, with engagment specialist and site coordinatores engaging families through emails, phone calls, and personal visits. The district will provide the following innovative and 21st century marketing and retention strategies in English and Spanish: Electronic Newsletters and Marketing, Press Releases, 21st CCLC Program Website Development, Highlight Student Achievement, Social Media: YouTube, LinkedIn, Facebook, Twitter, Mobile Marketing, Post Parent Notifications and Invites on 21st CCLC webpage, and Postings online of student testimonials.

Alignment to TEKS- MAAP Partner, Sylvan is a TEA approved Supplemental Education Partner. A review group composed of 50 Texas based experts reviewed every Sylvan core Math and ELA program and compared them with the TEKS to determine alignment, with the result confirming a high degree of alignment to state based standards. Sylvan core programs can be implemented with high confidence that they will supplment student learning and increase student scores on the STAAR and other state-based exams. In addition to having the support of a robust education department with strong content experts, Sylvan corporation has engaged Academic Benchmarks, a leading firm that provides academic standards evaluation to top content publishers and learning platforms for K-12 education. They conduct thorough examinations of education strands, are providing superior alignment tools and services, and deliver custom support for ongoing content alignment as TEA makes TEKS revisions. This firm is responsible to maintaining ongoing alignment of Sylvan programs to evolving State standards, which will be crucial in meeting academic outcomes in grant. Students will be engaged through skill groups based on their current skill level. Curriculum is based on BGC Power Hour tutoring and Sylvan core ELA and Math programs which align with TEKS and STAAR objectives.

Retention: The plan for retaining students in the program will be implemented to enable students and families to remain in the program long enough to achieve their goals and/or make a successful grade level or course transition. The district will employ strategies that 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, referrals for transportation, personal and career counseling.

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 #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

The **planned operating and staffing schedule** for each type of center is included below. The district has developed a consistent and dependable schedule of weekly activities for each of the centers. Each center will operate a minimum of 45 weeks per year. For the fall and spring term a minimum of 14 hours per week, five days per week and it includes a summer term with a minimum of 4 hours per day, 4 days per week, for 16 hours a week, for 6 consecutive weeks. During hours of operation, the district will offer teachers extra-duty pay to oversee community volunteers and paid staff with tutoring and homework assistance in core subjects (Mathematics, Science, Social Studies, English Language Arts, and Reading) at each site. Local school teachers will help students who wish to take advantage of the credit recovery software that will be purchased for the Centers. Credit Recovery will be provided in all 5 core subject areas. The campus schedules are listed below and are organized to suit the needs of low income working families. Regular students and adult family members will be required to attend the program as stated in the grant application. Regular students will be required to attend 45 days or more during the school year. Parent and Family services may be offered during the day or evening hours. Saturdays will offer a full array of services including joint family activities such as library fun.

MAISD ELEMENTARY COMMUNITY LEARNING CENTER	MAISD MIDDLE SCHOOL COMMUNITY LEARNING CENTER	MAISD H.S. COMMUNITY LEARNING CENTER
Monday –Thursday 4:00 PM – 5:30 PM Saturday Student/Family Activities (Optional) 8:00 AM – 4:00 PM	Monday –Thursday 4:00 PM – 5:30 PM Saturday Student/Family Activities (Optional) 8:00 AM – 4:00 PM	Monday –Thursday 4:00 PM – 5:30 PM Saturday Student/Family Activities (Optional) 8:00 AM – 4:00 PM

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.

MAISD will establish and maintain a safe centers according to TEA ACE guidelines. The district will ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation. All staff members are required to pass a thourough screening as a hiring condition including backgroud check and drug test. All staff will recieve adequate saftey training including First Aid and CPR. The district will ensure that students travel safely to and from each center and home by providing qualified adult supervision. Transportation will be minimal for students because the district proposes to have a center at each of its 3 campuses. Each student participating in the program will be required to have a Parental Consent Form filled out and signed by their parent/guardian, prior to joining in any activities. The Parental Consent Form will require the parent/guardian of the student to identify the method by which the student will leave the program each day. The parent/guardian will be required to provide the name/relationship of any individual that will be allowed to pick-up the student. All students participating in the 21st CCLC program will be required to remain the designated area being utilized to provide program activities. Upon arriving students will be signed-in by Activity Facilitator (district staff or CBO providing activity). Based upon the Parental Consent Form, students may leave the program in the following ways:
Bus – Student requiring transportation home will be escorted to the designated Bus Zone by the Site Coordinators. Site Coordinators will be in charge of signing each student out as they enter the bus.
Pick-up – Parents may authorize selected individuals to pick-up their child anytime during the program. The designated individual will be required to present valid I.D. to the Site Coordinator in order to have the student released to them.
Walk/Drive Home – Parents may authorize students in 6th grade and above to sign themselves out of the 21st Program and walk/or drive home. Students will need to notify the Site Coordinator at the center so that they can be signed out. Students in the K - 6th grade will not be authorized to sign themselves out or walk home.

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 #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

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 thoroughly vetted and specifically selected in order to engage and provide interactive activities for students and families. Academic assistance will be provided by district staff and partners. Based on a need assessment performed on each of the participants, participants will be offered one-on-one, group, or software-based tutoring and homework assistance in Reading, Math, Science, History, and/or Writing. Specifically, RTI Interventions such as Sylvan ACE-IT services are TEKS aligned and have been specifically requested by parent focus groups in preparation for this application, along with the trained youth development professionals of BGCW.

Strategies and activities are of sufficient quality and scope to ensure equitable access. (5 points)
The district 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 their identified weaknesses. As stated in page 38, requirement 3a, alignment to TEKS and past success with targetd population is key to selecting partners. 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 afterschool 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.
- **High School Youth** – Increased optimism toward the future and have more interest in school than peers who are unsupervised after school.

While primary CBO partner BGCW and RTI academic success partner have already been requested by the parent advisory group and identified as evidenced based partners and service providers, district staff is committed to continually assessing gains made and providing continual feedback. Feedback and evalulation is an ongoing part of the Texas AIM model. Progress with the at risk ELL population identified is only successful when there is the maximum amount of communication possible. Communication of gains and needs will be made in regular partner meetings both inside and outside the taskforce meetings to better align afterschool interventions and school day learning for maximum student outcomes. Weekly progress with monthly reports will be utilized.

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 #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **108915**	Amendment # (for amendments only):

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

The participating campuses will provide instruction is adaptable to the academic and developmental needs of students. Instructional methods to be applied will include:

- **Individual Instruction** – Provide highly individualized, one-on-one instruction to students. One-on-one instruction is highly successful in improving a student's academic standing.
- **Small-Group Instruction** – Group-tutoring sessions will allow students to benefit from helping each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles.
- **Response to Intervention (RTI) Acceleration** - RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI can result in: More effective instruction; Increased student achievement; More appropriate LD identification; Increased professional collaboration; and Overall school improvement.

Describe meeting students needs as related to staffing - The district will ensure that students are supervised by highly qualified individuals (Site Coordinators, Family Engagement Specialist, Parent Coordinator, Tutors, Contracted Partners, and Program Director) at all times with the appropriate student to staff ratio, 22:1. The district understands that the Community Learning Centers will be targeting a diverse group of students, each of whom will have their own strengths and needs. The district proposes an adaptive instructional process in order to provide students with various manners for processing information to ensure each student learns effectively. By providing a learner(s) with curriculum content through ways other than traditional written text, the district can provide an alternative to the reading requirements inherently associated with processing printed material. Though the most obvious adaptation to traditional "reading" involves a peer or adult reading aloud to a learner, a number of other possibilities exist, through the adaptation of instructional materials. The district will incorporate some of the following strategies:

1. Scaffolding key concepts to be learned;
2. Utilizing teacher presentation cues (i.e. gestural, visual, or verbal) to emphasize key points;
3. Incorporating the use of demonstrations or role play;
4. Getting learners more actively involved in the learning process through the implementation of every pupil response techniques (i.e. response cards, thumbs up / thumbs down) or the incorporation of manipulatives for learners' use; and
5. Diversifying the groupings for instruction, so as not to rely solely on large group instruction.

Activity planning follows U.S. Department of Education's Best Practices for ELLs, as that is our target population. Through these varied instructional methods and through the limited staff to student ratios, the district should reduce the at-risk failure and student drop-out rates. Individualized plans are used to maximize student engagment and learning outcome. This individualized strategy used in Goals for Graduation helps students set personal short and long term goals and facilitatesthier achievement. BGCW recreation programming called Triple Play where students set personal fitness goals in accordance with the Presidential Fitness Program. MAISD and BGCW further engages youth through its student advisory council, which gives students an active voice and influence in programs and services offered, and through its "Junior Staff" particularly for summer activities, that engages reliable students to play an active role in program implementation. Students particpating in both opportunities are asked to research the needs of their peers, school, and community and develop strategies to address them.

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 #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **108915**	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 tnot only need support services at school, but also a home environmental the encourages and cultivates learning and parents who take an active role in supporting thier child's education. Therefore, the MAAP Family Services Coordinator will be responsible for establishing and overseeing 3 program sites for families of participating students, with at least 40 - 50 family members at each site. BGCW will enlist the help of community partners to provide adult services such as:

- ESL, GED with partners, South Texas College, Workforce Solutions and Literacy Centers
- Risk- behavior prevention and ESL conversation practice with partner Heart 2 Heart Parents
- 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

Services will be provide free of charge. Family Engagement will be evaluated using the ACE PRIME Resource, Family Engagment 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.

It is the responsibility of the Family Engagment Coordinator to work with the Site Coordinators and Project Director to cultivate relationships with parents and recruit students families to participate in family engagement services. The Family Engagment Coordinator must develop innovative strategies for accompliching this including regularly sending students home with bilingual flyers and making personal phone calls to invite families to participate in events.

The Family Engagment Coordinator will meet with Site coordinators at weekly staff meetings, as well as meet with adult learner service partners to ensure family service outreach is implemented effectively. The Family Service Coordinator will meet with site-based parent advisory councils on a monthly basis. It is the responsiblity of the Coordinatot to maintain a schedule of meeting, presentations, programs, and events, for all staff, partners, and parent council participants.

Recruit participant families: The Family Engagement Specialist will work with the Program Director, Site Coordinators, and Parent Coordinator to recruit families by forming 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 Family Engagement Specialist and district Parent Coordinator will distribute flyers to local agencies that provide services to the targeted families such as: Texas Workforce Centers; Local Family Health Clinics; Institutions of Higher Education; Community-Based Organizations; and Faith-Based Organizations.

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 #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **108915**	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.

MAAP will develop targeted family services in accordance with the ACE PRIMARY Resource: Texas ACE Parent Handbook. Participating student families can be intergrated into these resources to accomplish 21st Century goals. 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 Conversation Groups** conducted by Heart 2 Heart Parents with parenting and at risk prevention topics, thus providing two services at once.
- **Family Reading Nights and Movie Saturdays-** Children can bring their families to read a story to their parents, and then participate in an accompaning 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 –** MAAP will open up theri computer labs to families at least once a week, and attendants help parents apply for aid such as SNAP, TANF, or Workforce Solutions, or pay bills online. With planning transportation can be arranged from 21st CCLC sites to clubhouses and back so that parents can more easily particpate. Also, 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 eduction and healthy cooking demonstrations. Demostration will be conducted at school sites but parents are welcomed to joing the ones held at the clubhouse as well.
- **Parent Advisory Council-** MAAP will have a parent advisory council made up of at least 10 members, that organize and advertise club programs and services. By year two, we project that similar councils will be established for 21st CLCC sites as well.
- **Sylvan FREE Seminars-** partner Sylvan Center will conduct onsite presentaton with such topics as homework help and grade improvment.
- **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-** open to parents during non-program hours.
- **Back to School Fairs** with Texas A & M Colonias, Housing and Urban Development (CHUD)
- **Health Fairs** with Texas A&M CHUD
- **Hurricane Prevention** Fairs with 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.

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 #18—Equitable Access and Participation				
County-District Number or Vendor ID: **108915**		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	☐	☐	☐

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 #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **108915**		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	☐	☐	☐

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 #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: **108915**		Amendment number (for amendments only):	

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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 #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: **108915**	Amendment number (for amendments only):

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)	☐	☐	☐

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 #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **108915**		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	☐	☐	☐

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 #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: **108915**	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	☐	☐	☐

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 #18—Equitable Access and Participation **(cont.)**			
County-District Number or Vendor ID: **108915**		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	☐	☐	☐

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 #19—Private Nonprofit School Participation

County-District Number or Vendor ID: **108915**	Amendment number (for amendments only):

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

Total Nonprofit Schools within Boundary

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

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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

Total Nonprofit Participants

Total nonprofit schools participating:	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. **NA**

☐ 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):

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 #19—Private Nonprofit School Participation (cont.)	
County-District Number or Vendor ID: **108915**	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. **NA**

☐ 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	

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: