Texas Education Agency

Standard Application System (SAS)

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

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

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Stephenville ISD	072-903		
Vendor ID #	ESC Region #		DUNS #
1756002517	11		100076801

Mailing address		City	State	ZIP Code
2655 W. Overhill		Stephenville	TX	76087

Primary Contact

First name	M.I.	Last name	Title
Matt	S	Underwood	Superintendent
Telephone #	Email address		FAX #
254-968-7990	matt.underwood@sville.us		254-968-5942

Secondary Contact

First name	M.I.	Last name	Title
Kelli	A	Crain	Director
Telephone #	Email address		FAX #
254-968-7990	kelli.crain@sville.us		254-968-5942

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
Matt	S	Underwood	Superintendent
Telephone #	Email address		FAX #
254-968-7990	matt.underwood@sville.us		254-968-5942

Signature (blue ink preferred)   Date signed

3/29/2016

Only the legally responsible party may sign this application.

701-16-102-107

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 072-903	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):

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

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 072-903	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 072-903	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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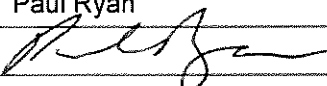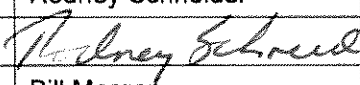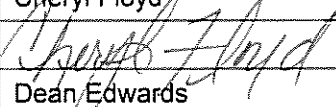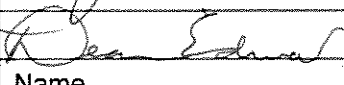| Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 072-903	Amendment # (for amendments only):

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.	072-903	Matt Underwood	254-968-7990	$1,077,641
	Erath-Stephenville ISD	*[signature]*	matt.underwood@sville.us	
Member Districts				
2.	072-802	Mike Scott	254-965-8883	Funding amount
	Erath-Erath Excels Academy Inc	*[signature]*	mscott@erath-excels.org	
3.	072-901	Paul Ryan	254-965-6496	Funding amount
	Erath-Three Way ISD	*[signature]*	pryan@twisd.us	
4.	072-902	Rodney Schneider	254-445-3341	$646,584
	Erath-Dublin ISD	*[signature]*	rschneider@dublinisd.us	
5.	072-904	Bill Morgan	254-728-3277	Funding amount
	Erath-Bluff Dale ISD	*[signature]*	bmorgan@bdisd.net	
6.	072-908	Cheryl Floyd	254-968-8476	Funding amount
	Erath-Huckabay ISD	*[signature]*	cfloyd@hisd.us	
7.	072-910	Dean Edwards	254-968-4921	Funding amount
	Erath-Morgan Mill ISD	*[signature]*	deedwards@mmisd.us	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 072-903			Amendment # (for amendments only):	
#	**County-District # and Name**	**Authorized Official Name and Signature**	**Telephone Number and Email Address**	**Funding Amount**
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	**1,792,392**

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 072-903	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:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 072-903	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 072-903	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.

Located in northern central Texas, rural Erath County encompasses 1,083 square miles. Erath County's population has been steadily increasing over time and total population in 2015 was 41,122. Census data indicates that the population for whom poverty status is determined totals 23.9% of Erath County residents. 18.8% of Erath County residents are English Language Learners. Only 82.8% of the population have obtained a high school diploma or higher, and 25.6% have earned a bachelor's degree or higher.

Stephenville and Dublin, located 13 miles apart, are the two largest communities in Erath County. Stephenville ISD and Dublin ISD serve more than 4,700 students. Other communities in Erath County with public school districts include Three Way, Morgan Mill, Bluff Dale, Lingleville, and Huckabay. Bluff Dale ISD, Morgan Mill ISD, and Three Way ISD are PK-8 campuses that feed into Stephenville ISD. Erath Excels! Academy is an open enrollment charter in Stephenville serving students in grades 7-12.

Stephenville ISD, Dublin ISD, Bluff Dale ISD, Three Way ISD, Morgan Mill ISD, Huckabay ISD, and Erath Excels! Academy (all Title I LEAs) have partnered to form the Erath County Consortium in an effort to promote collaboration rather than competition for a 21St CCLC program. Stephenville ISD will serve as the fiscal agent. The constant pressure to renew resources is toughest on programs in rural locations, which typically have few local funding options; the Erath County Consortium was formed in an effort to leverage local, state, and federal funds with community partnerships to provide services that will benefit students attending all schools in Erath County, especially the smaller PK-8 districts. Considering that each of these school districts may have different program goals and philosophies, varying funding mechanisms, and disparities in workforce preparation and training, the fact remains that they all have the same challenges in meeting the needs of diverse learners. This partnership demonstrates the commitment of each school to work together to achieve common goals that might not otherwise be accomplished if each school applied individually.

PEIMS data reflects a combined enrollment of 5,475 students for the Erath County Consortium districts. Collectively, 53.44% of these students are categorized as economically disadvantaged and 42.81% are considered at-risk of dropping out of school. 11.54% of the students are Limited English Proficient. Due to the close proximity of the communities, students often attend multiple districts within a school year. Erath County school districts share the same goals of providing students and families with much needed support while experiencing the same challenges in reducing disparities in educational attainment, especially among our growing economically disadvantaged, at-risk, migrant, and LEP student populations, whose STAAR performance does not meet state or federal accountability targets.

A high-quality after-school program such as the 21st CCLC Texas ACE Program would enable the Title I campuses in Erath County to provide students opportunities for academic enrichment and provide a broad array of additional services that are designed to reinforce and complement the regular academic program. Limitations exist in our rural setting for experiences, opportunities and real-world application of knowledge; the 21st CCLC program would allow teachers the ability to facilitate exploration and learning, extending the school day beyond the restraints of the physical classroom. In an environment with many demands on schools, teachers, students, administrators, and districts to integrate new programs and assessments, the Texas ACE program will provide relief in the form of time to allow learning to flourish for the entire school community.

The Texas ACE Program summer program will meet the needs of several Erath County districts by offering academic enrichment to all students, despite economic and academic disparities among students in our communities. Extended, enhanced learning in a safe, fun and engaging environment could transform and propel student learning and help ensure that all of our students are gaining the problem-solving skills and creativity required in today's global economy.

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

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 072-903	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 Erath County Consortium Texas Ace Program will operate eight centers in Stephenville and Dublin. Students from Erath Excels! Academy, Bluff Dale, Three Way, Morgan Mill, and Huckabay will be transported to and from the centers in Stephenville by SISD buses. The Texas ACE Program will target students identified by each campus as most in need of assistance and will specifically reach out to high school students identified as at-risk for dropping out; LEP students and families; and migrant students and families. Transportation to and from the 21st CCLC Texas ACE Program will be provided for all students in Erath County. Transportation costs are one of the cost-prohibitive barriers for rural schools in providing extended learning and enrichment activities.

The Erath County Consortium has developed a plan aligned with 21st CCLC program goals to provide quality educational and enrichment programming for students and their families. Programming will include services of academic assistance in core academic areas to help students meet and exceed the state's standards for academic achievement. Additional services will be coordinated to help students and families mitigate risk factors and achieve academic success. Each center will follow the Texas ACE Blueprint in developing activities and programs balanced across the four core components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. Each ACE Program center will be developed with a specific framework that establishes a foundation for best practices, effective implementation and high quality programs.

There are many good reasons to extend the school day, not only for what it provides to students in increased learning opportunities, but because doing so also provides a safe, structured day that coincides with many parents' work schedules, avoiding unsupervised gaps in the day. Engaging and empowering parents in the education of their children is a priority need and will always be a goal of Erath County schools. The Family Engagement Specialist will meet a significant need by communicating with parents in a language they understand. Increased communication will ensure that the ACE Program offers parents a broad range of activities that parallel the services, programs and activities offered to participating students and addressing needs identified by parents of ACE Program students.

Knowing the community needs and reassessing those needs on a regular basis will ensure that children and families are served to the greatest extent possible. The Erath County Consortium will partner with a variety of community organizations to identify opportunities for integration. Data from multiple agencies are necessary to obtain a clear picture of where to target integrated efforts and to determine what integrated services should look like. The program will concentrate on achieving specific goals, yet will remain flexible enough to allow for consistent delivery of services to clients who enter the program at any time, and also to respond to significant community needs, unforeseen learning opportunities, and changes that need to be made to improve the program and meet the needs of the diverse needs of the targeted population based on evaluative data.

The 21st CCLC Texas ACE Program would meet many identified needs in Erath County. Besides offering academic support to students, the Texas ACE Program will allow students to participate in enrichment activities designed to nurture interpersonal, behavioral, and organizational skills. Students will choose from a wide variety of activities, including STEM projects, performing arts, outdoor and healthy living activities. These activities will be facilitated by school staff, Tarleton State University students, and professionals from local private and non-profit organizations, including some that also support instruction in the high school Career and Technical Education (CTE) courses. Activities will be specifically designed to help students and families explore college and career options.

Erath County Consortium schools need the 21st CCLC program to help eliminate any barriers to academic success, including poverty, opportunity gaps, and unmet academic and/or language acquisition needs. The 21st CCLC could potentially increase educational attainment for every student and family in Erath County. In addition to strengthening students' academic skills, the Texas ACE Program will help ensure that 100% of Erath County students not only graduate high school, but are prepared to succeed in college, the workforce, and life.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 072-903	Amendment # (for amendments only):

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

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

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$1,210,678	$20,000	$1,230,678
Schedule #8	Professional and Contracted Services (6200)	6200	$125,500	$13,167	$138,667
Schedule #9	Supplies and Materials (6300)	6300	$248,400	$	$248,400
Schedule #10	Other Operating Costs (6400)	6400	$141,480	$	$141,480
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes ☐ No	
	Total direct costs:		$1,724,225	$33,167	$1,759,225
	Percentage% indirect costs (see note):		N/A	$35,000	$35,000
	Grand total of budgeted costs (add all entries in each column):		**$1,724,225**	**$68,167**	**$1,792,392**

Shared Services Arrangement

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

Administrative Cost Calculation

Enter the total grant amount requested:	$1,792,392
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:	$89,619

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

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

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

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 072-903		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher			$
2 Educational aide			$
3 Tutor			$
Program Management and Administration			
4 Project director (required)	1		$57,655
5 Site coordinator (required)	9		$360,000
6 Family engagement specialist (required)	1		$40,588
7 Secretary/administrative assistant	1		$10,000
8 Data entry clerk			$
9 Grant accountant/bookkeeper			$
10 Evaluator/evaluation specialist			$
Auxiliary			
11 Counselor			$
12 Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			$
14 ESC coordinator/manager/supervisor			$
15 ESC support staff			$
16 ESC other			$
17 ESC other			$
18 ESC other			$
Other Employee Positions			
19 Title			$
20 Title			$
21 Title			$
22		Subtotal employee costs:	$468,243
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$405,385
25 6121 Support staff extra-duty pay			$171,500
26 6140 Employee benefits			$125,550
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$742,435
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$1,210,678

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 072-903	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	Research Based Instructional Delivery Professional Development	$8,000
2	Instructional Technology Professional Development	$3,250
3	Capturing Kids Hearts Training	$9,500
4	Parent Workshops	$2,500
5	CIS	$50,000
6	Student Enrichment Presentations	$32,000
7	Background Checks	$2,250
8	Utilities	$18,000
9		$
10		$
11		$
12		$
13		$
14		$
	b. Subtotal of professional and contracted services:	$125,500
	c. Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$125,500

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 072-903	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$248,400
	Grand total:	**$248,400**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 072-903	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.	$7,750
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.	$16,000
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:		$23,750
Remaining 6400—Other operating costs that do not require specific approval:		$117,730
Grand total:		$141,480

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

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

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Schedule #11—Capital Outlay (6600)

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
County-District Number or Vendor ID: 072-903			Amendment number (for amendments only):	
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	$

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 072-903	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: 5475

Category	Number	Percentage	Category	Percentage
African American	59	1.07%	Attendance rate	95.46%
Hispanic	1952	35.65%	Annual dropout rate (Gr 9-12)	0.93%
White	3345	61.10%	Students taking the ACT and/or SAT	56.35%
Asian	27	0.49%	Average SAT score (number value, not a percentage)	1415
Economically disadvantaged	2926	53.44%	Average ACT score (number value, not a percentage)	20.7
Limited English proficient (LEP)	632	11.54%	Students classified as "at risk" per Texas Education Code §29.081(d)	42.81%
Disciplinary placements	410	7.48%		

Comments

The data in the above chart reflects the collective demographics of the schools in the Erath County Consortium.
Bluff Dale ISD (PK-8) – 22.42% economically disadvantaged; 0% LEP; 96.4 % attendance rate; 30.84% at-risk
Dublin ISD – 75.94% economically disadvantaged; 20.34% LEP; 96.3% attendance rate; 0% dropout rate; 55.7% students taking the ACT/SAT; 57.16% at-risk
Erath Excels! Academy, Inc. – 75.38% economically disadvantaged; 4.1 % LEP; 89.2% attendance rate; 3.2% dropout rate; 85% at-risk
Huckabay ISD – 38.62% economically disadvantaged; 3.17% LEP; 97.1% attendance rate; 0% dropout rate; 83.3% students taking ACT/SAT; 34.39% at-risk
Morgan Mill ISD (K-8) – 47.5% economically disadvantaged; 3.33% LEP; 96.4% attendance rate; 18.33% at-risk
Stephenville ISD – 46.18% economically disadvantaged; 9.65% LEP; 96% attendance rate; 0.5% dropout rate; 76.7% students taking ACT/SAT; 37.46% at-risk
Three Way ISD (PK-) – 83.33 % economically disadvantaged; 96.8% attendance rate; 45.55% at-risk

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

Category	Number	Percentage	Category	Number	Percentage
African American	4	9.05%	No degree	3	0.75%
Hispanic	29	10.67%	Bachelor's degree	315	78.36%
White	364	90.97%	Master's degree	81	20.15%
Asian	0	0.00%	Doctorate	3	0.75%
1-5 years exp.	100	32.33%	Avg. salary, 1-5 years exp.	35,090	N/A
6-10 years exp.	74	20.69%	Avg. salary, 6-10 years exp.	40,808	N/A
11-20 years exp.	124	26.43%	Avg. salary, 11-20 years exp.	46,140	N/A
Over 20 years exp.	85	19.56%	Avg. salary, over 20 years exp.	50,050	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 072-903								Amendment # (for amendments only):							

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

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	50	75	80	90	90	80	80	80	80	70	65	65	65	970
Open-enrollment charter school									5	5	5	5	5	5	25
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	50	75	80	90	90	80	80	85	85	75	70	70	70	995

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 072-903	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.

All of the districts in Erath County are Title I districts and conduct annual program evaluations and comprehensive needs assessments to inform decision-making regarding federal funds. At both the campus and district level, the annual comprehensive needs assessment process usually begins in the spring to inform planning and decision-making for the coming school year. Multiple sources of data are reviewed to identify the needs of the campus/district and focus improvement efforts on identified student needs. Program evaluations measure the impact of federal funds on student achievement. Site-based decision-making (SBDM) committees at the campus and district level are comprised of school administrators, teachers, and other school staff, as well as parents and members of the community. Committee members review the data, including survey feedback from staff, students, parents, and the community, to identify strengths and needs in the following areas: demographics; student achievement; school culture and climate; staff quality, recruitment, and retention; curriculum, instruction, and assessment; family and community involvement; school context and organization; and technology.

Erath County schools have historically been high performing school districts, but now many students are not meeting the state standards for academic achievement. Erath County schools are challenged with translating previous academic successes into the 21st Century classroom and meeting the needs of diverse learners. Recent declines in standardized test scores among student subgroups, particularly economically disadvantaged, LEP, and migrant students, have escalated the urgency for transforming and personalizing the student learning experience. Survey feedback from students and parents have specifically identified needs for enrichment activities and advanced academics options. Stephenville ISD's comprehensive needs assessment in the summer of 2014 was specifically instrumental for the purposes of this grant proposal. Strategic needs assessment and planning sessions identified a need to better prepare students to be successful in the 21st Century. While this term is often over-used, a conscientious effort was made in the process to identify what this meant and how the district could accomplish this goal. As a result, individualized student learning was identified as a prioritized need. This past November a TRE passed to support the financial plans of the district's blended learning approach. A culture of innovation and a "we can" attitude is emerging in Erath County; Stephenville ISD is leading the way and other schools are following.

Rural Erath County schools are continuously seeking resources of any kind in an effort to engage students and keep up with the times. One of the many strengths of the 21st CCLC program is that it promotes innovative and exciting teaching and learning opportunities, rather than "more of the same" schooling. The 21st CCLC program will help meet other identified needs, including providing children with a safe environment during the hours they're most at risk. The ACE Program will provide extended learning time to help students improve their academic performance and strengthen their interpersonal skills. The 21st CCLC will afford young people with opportunities and experiences that would otherwise be prohibitively expensive. Parent involvement and engagement will increase as a result of providing opportunities in the evening to accommodate working families.

The 21st CCLC program will allow all students in Erath County, regardless of where they live, to attend a summer enrichment program with opportunities to learn new skills, challenge themselves, see new places, get outside their comfort zones while feeling safe and supported, make friends and create memories that will last a lifetime.

Transportation will be provided so that students from the surrounding communities will have an opportunity to experience something besides the usual summer remediation. Summer is the time of greatest inequity for young people. Over the summer many young people and their families lose access to critical supports that keep them safe, healthy and engaged in learning and meaningful work experiences. The summer "opportunity gap" contributes to gaps in achievement, employment, and college and career success, particularly for low-income students. Summer learning programs are proven to maintain and advance students' academic and social growth, keep children safe and healthy during the summer, and send young people back to school ready to learn. Summer opportunities will enable Erath County schools to provide supplemental activities and enrichment requested by students and parents, such as ACT/SAT prep classes, additional dual credit opportunities, foreign language options, STEM activities, and especially college and career readiness experiences and exposure for students, as well as individualized college and career planning with parents.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 072-903	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	Each site coordinator will work with the Program Director, FES, and campus leadership to identify and recruit students. All ACE Program activities & lesson will align with school day instruction. Activities & programs will be based upon students' needs and will follow ACE Program Blueprint guidelines & requirements. ACE Program staff will utilize the Texas ACE Activity & Lesson Plan Worksheet template. ACE Program staff will receive training and support from the schools as needed for program implementation and success.
2.	Improve School Day Attendance	ACE Program activiites will be designed based upon identified needs. Student & Family voice and choice will help create an ACE program that students and parents will want to attend since they will be active participants in the development and planning. ACE Program staff will work with campus staff to monitor school day attendance and ACE Program attendance. As needed, the FES will conduct individualized parent meetings to encourage attendance and participation in the program.
3.	Improve Positive Behavior	ACE Program staff will work with campus leadership to identify and recruit students exhibiting behaviors that may lead to DAEP referral. Based upon students' needs, program staff will work with community partners to provide programs and services such as: peer culture training, character and leadership skills, bullying prevention, conflict resolution, and alcohol and drug abuse, etc. Parents will be surveyed to assess specific needs for parent sessions and research-based programs and strategies will be offered to address identified needs.
4.	Increase Grade Promotion Rates	ACE Program staff will work with school staff to identify and recruit students who are at-risk of academic failure. Individualized plans will target students' academic needs and enrichment activities will also be based upon student input. ACE Program staff will coordinate with community partners to provide meaningful, relevant experiences that will increase student engagement ownership in their learning. ACE Program staff will receive training and support from school staff to assess curriculum implementation and effectiveness, monitor student progress, and make necessary changes.
5.	Increase Graduation Rates	ACE Program staff will work with community partners to create a focus on college and career readiness. All activities and programs will be based upon needs identified by students and parents and the Texas ACE Blueprint. Students will be able to create a plan for their futures by discovering their individual strengths and learning styles and exploring college and career options. Opportunities for credit recovery and acceleration, including dual-credit courses, will be available. Parents will have access to assistance in filling out the FAFSA and scholarship applications.

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Schedule #14—Management Plan

County-district number or vendor ID: 072-903	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	Master's Degree in education or related field; experience in an educational setting; experience in fiscal management, data reporting, and program development & evaluation; strong supervisory, communication, organization, & time management skills
2.	Site Coordinators	Degree in education or related field; experience working with students & families; experience in staff supervision; strong organization & time management skills; ability to maintain positive working relationships; knowledge of community resources; bilingual preferred
3.	Family Engagement Specialist	Degree in education or related field; bilingual; experience in an educational or support setting working with at-risk students & working families from diverse cultures and economic backgrounds; willing to work flexible hours & conduct home visits
4.	Independent Evaluator	Experience conducting state and federal program evaluations; knowledge of grants administration laws, requirements, policies, & compliance issues; knowledge of ACE Program requirements; experience with ACE Program preferred
5.	Teachers, tutors	Teachers – degree, teacher certification and subject expertise; bilingual preferred Tutors – TSU students working toward degree/certification; bilingual preferred

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

#	Objective		Milestone	Begin Activity	End Activity
1.	90% of participants will meet/exceed STAAR passing std or progress measure expect.	1.	Recruit, hire, & train ACE Program staff	08/01/2016	07/31/2017
		2.	Identify, recruit, & enroll targeted students	08/01/2016	07/31/2017
		3.	Students receive innovative instruction & services	08/01/2016	07/31/2017
		4.	Students meet/exceed passing/progress expect.	08/01/2016	07/31/2017
		5.	Ongoing assessment & program evaluation	08/01/2016	07/31/2017
2.	Participants will have higher school day attendance rates than non-participants	1.	Identify, recruit, & enroll targeted students	08/01/2016	07/31/2017
		2.	Increased sense of involvement for students	08/01/2016	07/31/2017
		3.	Provide adult advocates & mentors as needed	08/01/2016	07/31/2017
		4.	Students have increased attendance	08/01/2016	07/31/2017
		5.	Ongoing assessment & program evaluation	08/01/2016	07/31/2017
3.	Participants in 6-12 will have fewer discipline referrals than non-participants in 6-12	1.	Identify, recruit, & enroll targeted students	08/01/2016	07/31/2017
		2.	Students participate in enrichment	08/01/2016	07/31/2017
		3.	Provide adult advocates & mentors as needed	08/01/2016	07/31/2017
		4.	Use data re-evaluate & revise services	08/01/2016	07/31/2017
		5.	Ongoing assessment & program evaluation	08/01/2016	07/31/2017
4.	95% of participants will be promoted to the next grade level	1.	Identify, recruit, & enroll targeted students	08/01/2016	07/31/2017
		2.	Students receive innovative instruction, enrichment	08/01/2016	07/31/2017
		3.	Grades improve & students demonstrate progress	08/01/2016	07/31/2017
		4.	Students pass STAAR and are promoted	08/01/2016	07/31/2017
		5.	Ongoing assessment & program evaluation	08/01/2016	07/31/2017
5.	100% of participants will engage in college & career r'ness activities	1.	MOUs with colleges & partners	08/01/2016	07/31/2017
		2.	Students & parents engage in activities	08/01/2016	07/31/2017
		3.	Students identify strengths, explore options	08/01/2016	07/31/2017
		4.	Students & parents plan/prepare for college/wkforce	08/01/2016	07/31/2017
		5.	Ongoing assessment & program evaluation	08/01/2016	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 beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 072-903	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.

Campus improvement plans and district improvement plans serve as a framework by which school staff can monitor strategy implementation and progress toward the goals. The plans also serve to inform stakeholders of the schools' goals, objectives, strategies, and actions intended to improve student performance, close achievement gaps, and address other identified needs. Continuous improvement planning is an ongoing process; changes in identified needs result in changes to the plan. From beginning to end and throughout the entire process, the goals and objectives and any mid-course corrections are communicated to all stakeholders, including school staff, students, the school board, and the community. Communication is a priority in our organization.

SISD is actively engaged in the continuous improvement model, and has processes in place to develop of strategic, measurable goals based on identified student needs. Improvement plans are developed to achieve the goals and as a means for assessing progress. The school has processes in place for the ongoing collection and analysis of data to inform decision making and adjust plans, as necessary, to support continuous improvement of student achievement. The SISD Executive Directors meet with the Superintendent on a weekly basis to review progress toward departmental goals. Any adjustments or changes are communicated in real time to ensure a rapid response. Campus principals meet with the Superintendent and Leadership team monthly (and more often as needed) to review progress toward campus goals. Changes in program implementation, timelines, and/or expectations are directly communicated to campus staff. Communication is ongoing. This past summer, each campus began a year-long process last summer to analyze student data, prioritize student needs, and focus instructional and intervention based upon identified gaps in learning. Goals were set and timelines were delineated. As leadership teams analyzed data throughout the year, adjustments have been necessary due to upward trends, downward trends, and/or teacher and student feedback. SISD staff are accustomed to continuously monitoring the progress of students and adjusting accordingly as needed.

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.

Stephenville ISD has committed to transforming the classroom environment from a teaching focus to a learning focus, which marries well with the purpose and intent of the 21st CCLC program. The first step in a cultural renovation has already begun; staff members engaged in strategic planning last year and identified the core values most important to the learning process at SISD. The conversation grew this past summer to include a strong emphasis on student learning in lieu of teaching. Teacher buy-in is crucial to the successful implementation of any initiative, as is support from the community. The school district's rural population has led the charge for technology innovation and the move toward blended learning. Erath County has a dynamic and unique personality. A strong agrarian-based history that values traditions and norms is definitely present; however, the presence of Tarleton State University provides a unique window into a global economy. Engagement with this stakeholder will be crucial to the long-term success of the 21st CCLC initiative, and we are proud to have partnered with Tarleton State University in a number of efforts over time. Working with TSU in the 21st CCLC ACE Program will be a mutually supportive partnership – their students will help our students in a number of ways and our students will help prepare their students (teacher candidates) by providing real world experience. The ACE Program summer enrichment will be particularly beneficial for TSU Education students seeking field service during the summer months, as local districts have historically not offered much in the summer beyond the required remediation. Other local partners and potential sources of funding include industrial partners such as FMC, Saint Gobain and Fibergrate Composite Structures. FMC has already partnered with SISD and Ranger Community College to access a welding certification grant and has expressed interest in further educational partnerships. Local service clubs such as Lions Club, Rotary and Optimist have all expressed interest in supporting and sustaining this initiative. The Evening Lions Club has invested more than $20,000 per year the last two years into the SISD Education Foundation. The foundation for long-term support and sustainability of the 21st CCLC ACE Program is already in place.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 072-903	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.	Preparation	1.	Assemble stakeholder team
		2.	Hire a qualified local evaluator
		3.	Review and approve the Evaluation Strategy
2.	Planning	1.	Develop a Logic Model
		2.	Develop the Evaluation Plan
		3.	Identify data sources and collection methods
3.	Implementation	1.	Prepare evaluation tools and methods
		2.	Collect data
		3.	Data Analysis & Interpretation
4.	Reporting	1.	Interim Reports
		2.	Local evaluation/SC reports
		3.	Prepare final report
5.	Using Results	1.	Conduct stakeholder meetings
		2.	Communicate Results
		3.	Disseminate to TEA

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

The ACE Program staff will work with an independent evaluator to conduct an annual evaluation intended to measure program effectiveness. ACE Program staff and the independent evaluator will adhere to requirements delineated in the Texas ACE Independent Evaluation Guide. ACE Program participant data will inform ongoing review, internal monitoring of program implementation and effectiveness, and the annual evaluation will drive program planning for subsequent years. SISD is already engaged in the continuous improvement model, so the school has processes in place for the ongoing collection and analysis of data to inform decision making and adjust plans, as required, to support continuous improvement of student achievement. As with our current CIP/DIP practice, data, decisions, and program evaluations will be shared with all stakeholders.

Data integrity, data collection, and program effectiveness are taken seriously in Stephenville ISD and previously established internal processes will marry well with ACE Program data collection and quality assurance requirements. Various Staff from various departments (Business Office, PEIMS, Curriculum & Instruction, etc.) work together in a coordinated effort to ensure accuracy of data for data-driven decision-making. School staff will work with and support ACE Program staff and the independent evaluator.

Campus leadership and PEIMS staff are accustomed to gathering and reviewing student and campus-level data and will readily support ACE Program staff in frequent and ongoing review of the data, including but not limited to student attendance, grades, and discipline referrals. District and campus administrators are currently utilizing surveys as a method to collect feedback from parents, students, and staff. Surveys will be utilized to collect anecdotal data regarding the ACE Program. Feeder schools have committed to providing all necessary data on active 21st CCLC ACE Program student participants, including school attendance, behavior, grades, and other data to support the development and evaluation of the ACE Program.

ACE Program activities will be intentionally designed using campus data, targeted student needs, and student and family voice and choice. Documented policies and procedures for data management will be developed per the Texas ACE Blueprint. The Erath County Consortium ACE Program staff will also follow guidance in the Texas ACE Blueprint and work with the evaluator to complete the logic models, reflect and report on progress toward meeting program goals, and compile the Final Report.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 072-903	Amendment # (for amendments only):

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

The 21st CCLC ACE Program will provide quality extended day programs at eight school campuses in safe and easily accessible facilities. Priority will be given to students identified as most in need of academic assistance, but enrollment will be open to all students in Erath County.

Before school programming will target homework completion and assistance. A nutritious breakfast will be provided through the school lunch program. A minimum of 12 hours per week of after school programming will be offered four days per week (Monday – Thursday) for a minimum of 35 weeks including the summer program. Students will be provided with a nutritious snack each afternoon before transitioning to their first activity (minimum of 45 minutes) for small group instruction, tutoring and/or academic achievement. A short transition will be followed by another activity (minimum of 45 minutes/day) for enrichment. Students may choose between a variety of activities including but not limited to Robotics, fine arts, cooking, recreation and physical fitness, technology skills and career-oriented activities. The summer program will be offered for 6 weeks during the summer for four hours each day, Monday – Thursday. Summer programs at each center will be based upon need and will be supplemental to any required accelerated instruction for students that do not pass the STAAR test. Supplemental academic support may focus on specific academic needs as determined by STAAR results and address academic acceleration, language acquisition, and TEKS related skill building to ensure that all students will be able to perform at or above grade level in all academic areas. Students and parents will be surveyed in the spring so that they have a voice and choice in the options for summer enrichment activities.

ACE Program participants will be transported to the centers by school buses as previously arranged and requested by participants' legal guardians. All feeder schools are located within an 18 mile radius of program sites. Stephenville ISD and Dublin ISD will use the current system of busing students, parents dropping them off at campus, or the students/parents who provide their own way to school. Transportation for students from Erath Excels! Academy, Bluff Dale ISD, Three Way ISD, Morgan Mill ISD, and Huckabay ISD to and from the centers will be provided by Stephenville ISD.

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.

With the assistance of the Family Engagement Specialist, the Erath County Consortium ACE Program staff will use a variety of methods to connect with families and will disseminate ACE Program information in both English and Spanish. Prior to the beginning of the school year, a flyer will be placed in each student's welcome letter notifying them of the expanded learning opportunities available through the 21st CCLC grant. The school's automated phone tree will call each family to inform them of the expanded learning opportunities. ACE brochures will be distributed to community partners so they can help disseminate information. Erath County Consortium school websites will have an ACE page with program information and will utilize other means of communication such as school marquees, social media, campus newsletters, and announcements at various events to disseminate ACE Program information. The local newspaper will have a series of articles featuring and promoting the ACE Program. Contact information will be provided on all materials.

ACE Program staff will also visit each campus during beginning of the school year events such as Registration, Open House and Meet the Teachers, etc. to visit with students and families and answer any questions. The FES will and other ACE Program staff will utilize the ACE Promo Center and Outreach materials when promoting the benefits of the program to community stakeholders, local service providers, civic organizations, and potential community partners.

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

ACE Program staff will abide by program and activity planning requirements articulated in the Texas ACE Blueprint to increase school-community engagement, develop programs and activities aligned with ACE program requirements, and create strategies for active student recruitment and enrollment.

Building upon SISD Core Values of initiative, growth, personalization, and relationships, the ACE Program student experience will incorporate digital learning and project-based learning to improve academic outcomes and increase student engagement. To ensure our students' future successes, we must target and develop five critical 21st Century skills: information literacy, creativity and innovation, collaboration, problem-solving and communication. Today's students are looking for the classroom to have relevancy to the real-world.

Response to Intervention (RTI) Tier 2 and Tier 3 students will be identified and recruited for enrollment in the ACE Program. Scientific research based programs, strategies, and procedures designed using a problem-solving model focusing on relevance will be used to address individual student needs. Site Coordinators will work with school staff in lesson planning for the ACE Program. Activities and programs will address identified needs and will be incorporated into the Erath County Consortium schools' district improvement plans and campus improvement plans.

ACE Program staff will receive appropriate professional development as determined by students' needs, including but not limited to academic vocabulary instruction language acquisition, Response to Intervention implementation, and student engagement strategies, including the use of instructional technology.

The Family Engagement Specialist will have a critical role in meeting goals for overall student success. Erath County schools have experienced an increase in English Language Learners in the past few years and have not been as successful as we would like in partnering with our LEP and migrant parents. The FES will be instrumental in increasing parent and family involvement which will in turn increase student engagement. The FES will help us be more "family friendly" and parents will feel more welcome. Evening classes would provide these and other economically disadvantaged families with opportunities to improve their education and in return support student learning.

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.

Stephenville ISD and Dublin ISD have a close working relationship and a history of coordinating funds to better serve the needs of children. Both districts coordinate multiple federally funded programs, which include Title I, Title II, Title III, ESL and Bilingual and Special Education. The current SISD Superintendent has experience with the ACE Program, having successfully overseen program implementation in another district. The Erath County Consortium will utilize and coordinate its vast network of current partners, grant funded projects and other programs to maximize utilization of state, federal and community resources.

Professional staff expertise, curriculum and program resources from Texas Education Agency, Education Service Center Region 11, Tarleton State University, and Ranger College will be combined or coordinated with the proposed program as appropriate to make the most effective use of public resources and avoid duplication.

Integrated partnerships with Tarleton State University, Ranger College, and other community-based organizations will decrease payroll costs while leveraging volunteer hours and community resources to increase program impact and sustainability.

ACE Program staff will have full support of school staff, including the Director of Child Nutrition, federal programs grants administrator, Business Manager and business office staff, and other district leadership. Funds from the 21st CCLC grant will be utilized to supplement district efforts to increase academic performance levels, increase attendance rates, provide tutoring for at-risk student populations, and decrease dropout rates. Any program activities required by state law, SBOE rules, or local board policies will not be paid with the requested grant funds, nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds.

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

The Erath County Consortium ACE Project Director will work collaboratively with the Community Advisory Council, site coordinators, community partners and school staff to create targeted activities and lesson plans; ensure the quality of these activities; and coordinate the logistics of these activities to ensure timely delivery.

The Project Director and Site Coordinators will follow the Texas ACE Blueprint guidelines and requirements for strategy development based upon Need:Asset matches. Activities will be chosen from the Texas ACE Four-Component Guide to match strategies, address Texas ACE components, and targeted populations. ACE Program staff will utilize the Activity Alignment Form, Activity Planning Worksheet, and Activity Lesson Plan templates to ensure the quality of activities for students and parents.

Site coordinators at each center will be responsible for evaluating each activity. Activities must align with TEA's Four-Component Activity Guide, be based on an objective set of measures, and align with grant requirements and ACE objectives. Activities and programs will balance across the four core components: academic assistance; enrichment; family and parental support services; and college and workforce readiness.

Response to Intervention (RTI) Tier 2 and Tier 3 students will be identified and recruited for enrollment in the ACE Program. Scientific research based programs, strategies, and procedures designed using a problem-solving model focusing on relevance will be used to address individual student needs. Site Coordinators will work with school staff in lesson planning for the ACE Program. Activities and programs will address identified needs and will be incorporated into the Erath County Consortium schools' district improvement plans and campus improvement plans.

ACE Program staff will receive appropriate professional development as determined by students' needs, including but not limited to academic vocabulary instruction language acquisition, Response to Intervention implementation, and student engagement strategies, including the use of instructional technology.

ACE Program activities will be intentionally designed using campus data, targeted student needs, and student and family voice and choice.

The ACE Program staff will work with an independent evaluator to conduct an annual evaluation intended to measure program effectiveness. ACE Program staff and the independent evaluator will adhere to requirements delineated in the Texas ACE Independent Evaluation Guide. ACE Program participant data will inform ongoing review, internal monitoring of program implementation and effectiveness, and the annual evaluation will drive program planning for subsequent years. SISD is already engaged in the continuous improvement model, so the school has processes in place for the ongoing collection and analysis of data to inform decision making and adjust plans, as required, to support continuous improvement of student achievement. As with our current CIP/DIP practice, data, decisions, and program evaluations will be shared with all stakeholders.

ACE Program staff will have full support from campus PEIMS staff in the data collection process.
Feeder schools have committed to providing all necessary data on active 21st CCLC ACE Program student participants, including school attendance, behavior, grades, and other data to support the development and evaluation of the ACE Program.

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

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

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

Similar goals and shared challenges served as the inspiration for schools in Erath County to shift from from coexistence to collaboration. Formation of the Erath County Consortium is producing a more purposeful partnership among the schools. Through increased communication, cooperation, and collaboration, we realize our greater potential to better support all of the students in Erath County, regardless of where they attend school. It is our belief that this application on behalf of multiple school districts will have an exponential impact on more students and families in Erath County.

The Stephenville ISD, Dublin ISD, Erath Excels! Academy, Bluff Dale ISD, Three Way ISD, Morgan Mill ISD, and Huckabay ISD Superintendents help to bridge any gaps between the school and community by actively participating in community-based organizations and serving on local boards. The SISD Superintendent is active in a number of civic organizations and invited to various meetings and functions including those facilitated by the Stephenville Chamber of Commerce. The Superintendent's relationship with the Chamber of Commerce provides a significant platform for him to highlight the 21st CCLC ACE Program and the impact that it is making in the community, therefore increasing the visibility of the program to a network of executives and business owners that are willing to support the school in any number of ways and an organization that assists in other fundraising efforts and initiatives. The collective networking capacity of all of elected board members from each of the Erath County Consortium schools will be instrumental in garnering support from all over the county and region.

The Erath County Consortium ACE Program will be sustainable due to the commitment and support from community partners such as Tarleton State University, a part of the Texas A&M University System, known far and wide for creating a culture of excellence in both academic and athletic programs. Working with TSU in the 21st CCLC ACE Program will be a mutually supportive partnership – their students will help our students in multiple ways and our students will help prepare their students (teacher candidates) by providing real world experience. The ACE Program summer enrichment will be particularly beneficial for TSU Education students seeking field service during the summer months, as local districts have historically not offered much in the summer beyond the required remediation. The 21st CCLC ACE Program will provide TSU education students with additional opportunities for pre-service field experience. Stephenville ISD does not otherwise accept pre-service field experience placements.

Erath County is also served by Ranger College, offering a variety of continuing education and workforce training for students of all ages. Other local partners and potential sources of funding include industrial partners such as FMC, Saint Gobain and Fibergrate Composite Structures. FMC has already partnered with SISD and Ranger Community College to access a welding certification grant and has expressed interest in further educational partnerships. Local service clubs such as Lions Club, Rotary and Optimist have all expressed interest in supporting and sustaining this initiative. The Evening Lions Club has invested more than $20,000 per year the last two years into the SISD Education Foundation.

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

Tarleton State University's enrollment exceeds 10,000 students – College of Education students could serve as tutors; Department of Kinesiology students could facilitate activates; any willing college student, especially bilingual students could serve as tutors, volunteers, mentors, etc. under supervision of certified teacher

TSU & Texas AgriLife Extension Service – Erath County & USDA grant initiative to introduce students and local communities to the benefits of life-long gardening through on-campus and community vegetable and fruit plots

Ranger College Erath County Center – welding certification & dual credit opportunities

SPARD - Stephenville Parks and Recreation Department – programs offered by the Stephenville Parks and Recreation Department will emphasize participation and enjoyment. It is our goal that every participant has the same opportunity to participate in an activity and to have fun! Another goal of our department is to not leave any one out.

Stephenville Public Library & Dublin Public Library
Pecan Valley Centers for Behavioral and Developmental Health Care – youth mental first aid
Erath County United Way works hand-in-hand with local partner agencies that provide funding to help serve residents, including families and individuals in need, elderly, and our youth and children.
Civic clubs such as Kiwanis Club of Stephenville, Stephenville 20th Century Club, Stephenville Area Elks Lodge #2834, Stephenville Lions Club, Stephenville Optimist Club, and Stephenville Rotary Club – forum to promote ACE Program and recruit volunteers and commitments for other resources
Stephenville Education Foundation
Faith Academy – summer program student exchange
Ministerial Alliance
Big Brothers Big Sisters of Erath County – mentors for students in need

Our community partners will connect students and families with community resources to better meet individual student needs. ACE goals, objectives and strategies will provide the structure to establish programs as evidenced in the daily Menu of Events that support the well-being of enrolled students as well as members of their family.

The Texas ACE Program will provide new opportunities for collaboration through partnerships that are built on digital (or blended) learning. Digital learning provides a critical opportunity to transform how schools, parents, and community partners collaborate to ignite student curiosity and engagement.

Digital learning is not an alternative to traditional schooling, but a way in which public education begins to connect all the assets—communities, families, youth development organizations, etc.— into learning opportunities that transcend physical boundaries. For students to succeed, particularly those from the most disadvantaged backgrounds, we need to engage as many community assets as possible to support their academic achievement and personal development.

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Erath County Consortium ACE Project Director will work collaboratively with the Community Advisory Council, site coordinators, community partners and school staff to create targeted activities and lesson plans; ensure the quality of these activities; and coordinate the logistics of these activities to ensure timely delivery.

The Project Director and Site Coordinators will follow the Texas ACE Blueprint guidelines and requirements for strategy development based upon Need:Asset matches. Activities will be chosen from the Texas ACE Four-Component Guide to match strategies, address Texas ACE components, and targeted populations. ACE Program staff will utilize the Activity Alignment Form, Activity Planning Worksheet, and Activity Lesson Plan templates to ensure the quality of activities for students and parents.

Site coordinators at each center will be responsible for evaluating each activity. Activities must align with TEA's Four-Component Activity Guide, be based on an objective set of measures, and align with grant requirements and ACE objectives. Activities and programs will balance across the four core components: academic assistance; enrichment; family and parental support services; and college and workforce readiness.

ACE Program staff will receive appropriate professional development as determined by students' needs, including but not limited to academic vocabulary instruction language acquisition, Response to Intervention implementation, and student engagement strategies, including the use of instructional technology.

ACE Program activities will be intentionally designed using campus data, targeted student needs, and student and family voice and choice.

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

Volunteers are human capital. Blended learning helps to engage a differentiated force of teachers, youth development workers, volunteers, and family members, all collaborating to boost student achievement. Blended learning systems can provide support and resources for non-school staff and volunteers, increasing the numbers of adults that are capable and effective in engaging and educating our students.

The utilization of volunteers contributes to a more cost-effective program that will aid sustainability. As the Family Engagement Specialist and Site Coordinators make connections and develop relationships in the community, more and more individuals will become aware of how they can contribute their skills to the ACE program. ACE will ensure that all volunteers participating in the program undergo a criminal background check in order to ensure the safety of all children. The 21st CCLC ACE Program will also provide necessary and appropriate training for all volunteers.

All volunteers, including senior citizens, will be invited and welcome to work with the students in areas where the volunteers feel comfortable or have some expertise. With the assistance of the Family Engagement Specialist, expanding the mentor programs will be one of the objectives of the 21st CCLC ACE program to offer more support for our students. The ACE program will publicly acknowledge the mentor program during the school year and acknowledge their growing number of volunteers.

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

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

The Erath County Consortium ACE Program will be sustainable due to the commitment and support from community partners such as Tarleton State University, a part of the Texas A&M University System, known far and wide for creating a culture of excellence in both academic and athletic programs. Working with TSU in the 21st CCLC ACE Program will be a mutually supportive partnership -- their students will help our students in multiple ways and our students will help prepare their students (teacher candidates) by providing real world experience. The ACE Program summer enrichment will be particularly beneficial for TSU Education students seeking field service during the summer months, as local districts have historically not offered much in the summer beyond the required remediation. The 21st CCLC ACE Program will provide TSU education students with additional opportunities for pre-service field experience. Stephenville ISD does not otherwise accept pre-service field experience placements. Erath County is also served by Ranger College, offering a variety of continuing education and workforce training for students of all ages. Other local partners and potential sources of funding include industrial partners such as FMC, Saint Gobain and Fibergrate Composite Structures. FMC has already partnered with SISD and Ranger Community College to access a welding certification grant and has expressed interest in further educational partnerships. Local service clubs such as Lions Club, Rotary and Optimist have all expressed interest in supporting and sustaining this initiative. The Evening Lions Club has invested more than $20,000 per year the last two years into the SISD Education Foundation.

Partnerships can extend grant/district resources in both "sweat equity" and philanthropic support, in addition to strengthening relationships between students and their communities, offering diverse learning and enrichment opportunities, and widening the circle of caring adults present in students' school day.

Movement toward sustainability requires that appropriate decisions are made at each stage of the project. Critical to this process is the effective use of data to plan and make decisions. This project will use data to drive program decisions, changes, and modifications for improvement, as needed. The ability to prove the quality of the 21st CCLC program and document its positive impact on student growth will be an asset when seeking support to sustain the program. The Project Director and SISD staff will document program success and collaborate with the Community Advisory Council and potential community partners to demonstrate program effectiveness.

From the outset, this proposal was designed as a means to build partnerships as the foundation for long-term program sustainability. Verbal commitments to support the 21st CCLC ACE Program have been secured from a broad array of businesses and community organizations. Once funded, these partners, as well as other stakeholders, will be invited to join the Community Advisory Council to focus on sustainability planning.

The SISD Board of Trustees is committed to work towards sustainability by reviewing and guiding the design, implementation, evaluation, and expansion of resources and partnerships. The Community Advisory Council will also engage in sustainability planning. Through this planning process, multiple supporters of the 21st CCLC program will consider a diverse portfolio of strategies to marshal resources critical to long-term sustainability (e.g., maximizing, accessing and leveraging diverse fiscal and in-kind resources; cultivating strong, supportive partnerships and community support; collecting and using data to demonstrate program effectiveness; and engaging in 21st CCLC program advocacy.)

Sustainability planning will begin immediately and will be ongoing, evolving and expanding throughout the life of the program. Through sustainability planning, effective strategies will be employed to sustain the 21st CCLC Program during state funding and beyond.

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TEA Program Requirement 1: Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A successful grant award is an honor and recognition that must be shared with the community. If selected as a subrecipient, the Erath County Consortium will boisterously celebrate and share the exciting news with all stakeholders and our community at large.

The Stephenville ISD Board of Trustees and Administration are already engaged in seeking continuous feedback and involvement from community stakeholders. The SISD Superintendent and Board of Trustees garner support from stakeholders by openly communicating with school staff, parents, and members of the community. Erath County Consortium School Superintendents and Members of the School Boards have pledged their commitment to sustaining the 21st CCLC by strengthening existing partnerships and fostering new collaborative relationships.

Erath County residents and community members are eager to support our students and willingly serve as volunteers and mentors. Erath County has a growing number of retired professionals from diverse fields such as education, business, medicine, and manufacturing who are searching for ways to become more involved. These community members will be tapped as potential members of the Community Advisory Council. Stakeholders and local organizations have historically played an active part in district planning, as community representatives from non-profit organizations, local government, service organizations, and area businesses have served on the District Site-Based Decision-Making Committee.

Members of the communities in Erath County will continue their involvement by serving on the Community Advisory Council and providing physical resources, social resources, intellectual resources, and financial resources to support the 21st CCLC. The Community Advisory Council will play a critical role in evaluating program effectiveness because they will bring valuable community perspective to the evaluation process.

Developing and maintaining a two-way communications plan is critical to obtaining stakeholder buy-in. We believe this will lay the foundation for informed audiences and improve feedback. The 21st CCLC program goals will link directly to SISD's learning priorities. This will ensure stakeholders understand how blended learning will increase student engagement, growth, and achievement. Ongoing communication and engagement with all stakeholders will be imperative for the long-term success of this initiative. The Erath County Consortium ACE Program staff will seek continuous feedback from parents, community partners, and representatives from Ranger College and Tarleton State University to maximize program effectiveness and ensure long-term sustainability of the 21st CCLC ACE Program in Erath County.

The Erath County Consortium ACE Program Project Director will be highly visible in the community in an effort to boost program awareness. The Project Director will seek community feedback and invite community involvement by any means necessary and will capitalize on any opportunity to promote the 21st CCLC ACE Program.

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

Stephenville ISD, fiscal agent for the Erath County Consortium, has received numerous federal, state, and private grants which have been administered in full compliance. The 21st CCLC ACE Program will be managed with the same integrity and will be designed to complement and enhance the academic performance, achievement and positive youth development of the students. The current SISD Superintendent has experience with the ACE Program, having successfully overseen program implementation in another district. He maintains high expectations of all employees for student outcomes and will especially hold ACE Program staff accountable for program outcomes and student success.

The Erath County Consortium ACE Program will develop processes for sound fiscal management per the Texas ACE Blueprint. SISD staff including Business Office staff and the grants administrator have experience in effectively managing the fiscal duties and knowledge of program requirements related to grants administration. SISD has local procedures in place to maintain internal control over federal funds. Stephenville ISD staff will work with and support the ACE Program Project Director, Site Coordinators and the independent evaluator to ensure adherence to grant requirements. SISD staff and ACE Program staff will meet regularly to promote ongoing communication and coordination of activities related to data collection for program evaluation, including program expenditures and budget review, amending the grant application as necessary, and submitting Expenditure Reports. The grants administrator will assist the Project Director in maintaining appropriate documentation, such as approval for expenditures, time and effort documentation, and travel policies.

The independent evaluator will provide continuous program evaluation and refinement, using formal and informal observations to assess program effectiveness.

The Project Director will work with the superintendents to assure that the ACE Program is incorporated into campus and district improvement plans. ACE Program center teams consisting of the Project Director, Site Coordinator and campus leadership will meet monthly to coordinate and align after-school programs and activities at each center.
Each center will have a Site Coordinator to oversee the day-to-day operation and work closely with the Project Director to collect and submit required participant and program data via the TX21st Student Tracking System. Site coordinators will conduct a thorough campus needs assessment to identify needs at each campus, in coordination with the campus SBDM committee. The Site Coordinator will be responsible for planning and implementing academic assistance, enrichment, family and parental support services, and college and workforce readiness activities based upon identified needs.

A full time Family Engagement Specialist (FES) will work closely with the Project Director and Site Coordinators to encourage families to participate in their child's education and strengthen the skills they need to ensure their children's success in school. The FES will coordinate family engagement strategies for each ACE Program center and will assist in conducting needs assessments to determine the types of activities families need and want. The FES will be a well-known face on each participating campus and in the community.

The Project Director and Site Coordinators will have the support of the SISD Curriculum and Instruction and Digital Learning Departments to help meet the ongoing professional development and training needs of teachers and volunteers to accomplish grant goals. As the fiscal agent, Stephenville ISD will provide the Project Director, Family Engagement Specialist and support staff with office space, telephones, fax machines, copiers, etc., to facilitate a cost effective and successful operation.

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TEA Program Requirement 3: Center Operation Requirements

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

Center Number: 1	Center Name: Chamberlin Elementary		
9 digit campus ID#	072-903-102	Distance to Fiscal Agent (Miles)	2
Grade Levels to be served (PK-12)	K-2		

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:	160
Number of Adults (parent/ legal guardians only) to be served:	25

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	Morgan Mill Elementary	Three Way Elementary	Bluff Dale Elementary	Huckabay School
9 digit Campus ID #	072910101	072901101	072904101	072908001
District Name (if different)				
Distance to Center	13	14	18	12

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: Hook Elementary		
9 digit campus ID#	072-903-104	Distance to Fiscal Agent (Miles)	2
Grade Levels to be served (PK-12)	3-4		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	20

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	Morgan Mill Elementary	Three Way Elementary	Bluff Dale Elementary	Huckabay School
9 digit Campus ID #	072910101	072901101	072904101	072908001
District Name (if different)				
Distance to Center	13	14	18	12

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 072-903	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: Gilbert Intermediate		
9 digit campus ID#	072-903-103	Distance to Fiscal Agent (Miles)	1
Grade Levels to be served (PK-12)	5-6		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	140
Number of Adults (parent/ legal guardians only) to be served:	15

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	Morgan Mill Elementary	Three Way Elementary	Bluff Dale Elementary	Huckabay School
9 digit Campus ID #	072910101	072901101	072904101	072908001
District Name (If different)				
Distance to Center	13	14	18	12

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: Henderson Junior High		
9 digit campus ID#	072-903-041	Distance to Fiscal Agent (Miles)	1
Grade Levels to be served (PK-12)	7-8		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	140
Number of Adults (parent/ legal guardians only) to be served:	20

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	Huston Academy	Three Way Elementary	Morgan Mill Elementary	Huckabay School
9 digit Campus ID #	072-802-001	072901101	072910101	072908001
District Name (If different)	Erath Excels Academy			
Distance to Center	3	14	13	12

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 072-903	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: Stephenville High School		
9 digit campus ID#	072-903-001	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	9-12		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	160
Number of Adults (parent/ legal guardians only) to be served:	25

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	Huston Academy	Huckabay School		
9 digit Campus ID #	072-802-001	072908001		
District Name (if different)	Erath Excels Academy			
Distance to Center	3	12		

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: Dublin High School		
9 digit campus ID#	072-902-001	Distance to Fiscal Agent (Miles)	13
Grade Levels to be served (PK-12)	07-12		

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:	100
Number of Adults (parent/ legal guardians only) to be served:	20

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

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 072-903	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: Dublin Elementary		
9 digit campus ID#	072-902-101	Distance to Fiscal Agent (Miles)	11
Grade Levels to be served (PK-12)	PK-3		

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:	85
Number of Adults (parent/ legal guardians only) to be served:	15

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: Dublin Intermediate		
9 digit campus ID#	072-902-102	Distance to Fiscal Agent (Miles)	12
Grade Levels to be served (PK-12)	04-06		

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:	60
Number of Adults (parent/ legal guardians only) to be served:	10

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

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 072-903	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:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

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

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

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

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

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

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

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

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

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

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 072-903	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 Erath County Consortium Texas Ace Program will operate eight centers in Stephenville and Dublin. Students from Erath Excels! Academy, Bluff Dale, Three Way, Morgan Mill, and Huckabay will be transported to and from the centers in Stephenville by SISD buses. The Texas ACE Program will target students identified by each campus as most in need of assistance and will specifically reach out to high school students identified as at-risk for dropping out; LEP students and families; and migrant students and families. Each site coordinator will work with the Program Director, Family Engagement Specialist, and campus leadership to identify and recruit students. All ACE Program activities and lessons will align with school day instruction. Each campus participating in the ACE Program is a Title I campus and the ACE Program will intentionally target and recruit Tier II and Tier III at-risk low-performing students and families of such students.

The ten schoolwide components – from Comprehensive Needs Assessment to Coordination and Integration of Federal, State, and Local Services and Programs – are the core components of this grant proposal. The 21st CCLC ACE Program could be considered as an additional, supplemental research-based schoolwide reform strategy that would complement and enhance the existing comprehensive schoolwide campus plan activities and strategies designed to meet the needs of low-performing students. 21st CCLC ACE Program funds will only be used to supplement (increase the level of services) and not supplant (replace) funds from nonfederal sources, including State Comp Ed funds.

The Erath County Consortium has developed a plan based upon needs identified through a comprehensive needs analysis and aligned with 21st CCLC program goals to provide quality educational and enrichment programming for students and their families. Programming will include services of academic assistance in core academic areas to help students meet and exceed the state's standards for academic achievement. Additional services will be coordinated to help students and families mitigate risk factors and achieve academic success. Each center will follow the Texas ACE Blueprint in developing activities and programs balanced across the four core components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. Each ACE Program center will be developed with a specific framework that establishes a foundation for best practices, effective implementation and high quality programs.

Students will receive innovative instruction from highly qualified teachers that will receive high-quality and ongoing professional development throughout the year. Teachers will be involved in analyzing the data to identify students most in need of effective and timely assistance. Last but certainly not least, increasing parental involvement is paramount to the success of the ACE Program and participants. Engaging and empowering parents in the education of their children is a priority need and will always be a goal of Erath County schools. The Family Engagement Specialist will meet a significant need by communicating with parents in a language they understand. Increased communication will ensure that the ACE Program offers parents a broad range of activities that parallel the services, programs and activities offered to participating students and addressing needs identified by parents of ACE Program students.

The goal of the program is to serve a minimum of 995 students.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 072-90	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 21st CCLC ACE Program will provide quality extended day programs at eight school campuses in safe and easily accessible facilities. Before school programming will target homework completion and assistance and will not count toward the 12-hour minimum. A minimum of 12 hours per week of after school programming will be offered four days per week (Monday – Thursday) for a minimum of 35 weeks including the summer program. Students will be provided with a nutritious snack each afternoon before transitioning to their first activity (minimum of 45 minutes) for small group instruction, tutoring and/or academic achievement. A short transition will be followed by another activity (minimum of 45 minutes/day) for enrichment. Students may choose between a variety of activities including but not limited to Robotics, fine arts, cooking, recreation and physical fitness, technology skills and career-oriented activities.

The summer program will be offered for 6 weeks during the summer for four hours each day, Monday – Thursday. Summer programs at each center will be based upon need and will be supplemental to any required accelerated instruction for students that do not pass the STAAR test. Supplemental academic support may focus on specific academic needs as determined by STAAR results and address academic acceleration, language acquisition, and TEKS related skill building to ensure that all students will be able to perform at or above grade level in all academic areas. Students and parents will be surveyed in the spring so that they have a voice and choice in the options for summer enrichment activities.

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.

ACE Program participants will be transported to the centers by school buses as previously arranged and requested by participants' legal guardians. All feeder schools are located within an 18 mile radius of program sites. Stephenville ISD and Dublin ISD will use the current system of busing students, parents dropping them off at campus, or the students/parents who provide their own way to school. Transportation for students from Erath Excels! Academy, Bluff Dale ISD, Three Way ISD, Morgan Mill ISD, and Huckabay ISD to and from the centers be offered by Stephenville ISD and funded with 21st CCLC grant funding.

Other forms of transportation (to and from each site) will be provided by parents or their designee. At the end of the program at each site, participants will be picked up by a parent or any additional person designated by parent on the enrollment application. Program staff will supervise all exits at dismissal time by having parents sign their child(ren) out. Anyone other than the parents who wish to pick up a student must present legal identification. For students who walk home, parent permission must be identified on the student's enrollment paperwork and students must sign out each day. To insure safety of participants, all students in attendance must sign in and out, and parents must identify all individuals authorized to pick-up/drop-off their children. During on-site activities, only authorized personnel and volunteers are allowed in the classroom or recreational areas. All personnel and volunteers will have visible identification while on site and all students will be under the supervision of program staff at all times.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 072-903	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.

Building on our SISD Core Values of initiative, growth, personalization, and relationships, the 21st Century ACE Program experience will reflect students' personal styles, strengths, and pathways to learning. Blended learning can boost student ownership of learning, and increase the relevance of learning to potential careers. For some students, online and networked learning is already their primary mode of self-directed learning. The ACE Program can help make that the norm for Erath County students.

Campus improvement plans and district improvement plans serve as a framework by which school staff can monitor strategy implementation and progress toward the goals. The plans also serve to inform stakeholders of the schools' goals, objectives, strategies, and actions intended to improve student performance, close achievement gaps, and address other identified needs. Continuous improvement planning is an ongoing process; changes in identified needs result in changes to the plan. From beginning to end and throughout the entire process, the goals and objectives and any mid-course corrections are communicated to all stakeholders, including school staff, students, the school board, and the community. Communication is a priority in our organization.

SISD is actively engaged in the continuous improvement model, and has processes in place to develop of strategic, measurable goals based on identified student needs. Improvement plans are developed to achieve the goals and as a means for assessing progress. The school has processes in place for the ongoing collection and analysis of data to inform decision making and adjust plans, as necessary, to support continuous improvement of student achievement.
The SISD Executive Directors meet with the Superintendent on a weekly basis to review progress toward departmental goals. Any adjustments or changes are communicated in real time to ensure a rapid response. Campus principals meet with the Superintendent and Leadership team monthly (and more often as needed) to review progress toward campus goals. Changes in program implementation, timelines, and/or expectations are directly communicated to campus staff. Communication is ongoing. This past summer, each campus began a year-long process last summer to analyze student data, prioritize student needs, and focus instructional and intervention based upon identified gaps in learning. Goals were set and timelines were delineated. As leadership teams analyzed data throughout the year, adjustments have been necessary due to upward trends, downward trends, and/or teacher and student feedback. SISD staff are accustomed to continuously monitoring the progress of students and adjusting accordingly as needed.

The Project Director and Site Coordinators will have the support of the SISD Curriculum and Instruction and Digital Learning Departments to help meet the ongoing professional development and training needs of teachers and volunteers to accomplish grant goals.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 072-903	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.

All of the districts in Erath County are Title I districts and conduct annual program evaluations and comprehensive needs assessments to inform decision-making. Multiple sources of data are reviewed to identify the needs of the campus/district and focus improvement efforts on identified student needs. Site-based decision-making (SBDM) committees at the campus and district level are comprised of school administrators, teachers, and other school staff, as well as parents and members of the community. Committee members review the data, including survey feedback from staff, students, parents, and the community, to identify strengths and needs in the following areas: demographics; student achievement; school culture and climate; staff quality, recruitment, and retention; curriculum, instruction, and assessment; family and community involvement; school context and organization; and technology.

Campus improvement plans and district improvement plans serve as a framework by which school staff can monitor strategy implementation and progress toward the goals. The plans also serve to inform stakeholders of the schools' goals, objectives, strategies, and actions intended to improve student performance, close achievement gaps, and address other identified needs. Continuous improvement planning is an ongoing process; changes in identified needs result in changes to the plan.

SISD is actively engaged in the continuous improvement model, and has processes in place to develop of strategic, measurable goals based on identified student needs. Improvement plans are developed to achieve the goals and as a means for assessing progress. The school has processes in place for the ongoing collection and analysis of data to inform decision making and adjust plans, as necessary, to support continuous improvement of student achievement.

This past summer, each campus began a year-long process last summer to analyze student data, prioritize student needs, and focus instructional and intervention based upon identified gaps in learning. Goals were set and timelines were delineated. As leadership teams analyzed data throughout the year, adjustments have been necessary due to upward trends, downward trends, and/or teacher and student feedback. SISD staff are accustomed to continuously monitoring the progress of students and adjusting accordingly as needed.

The Erath County Consortium has developed a plan aligned with 21st CCLC program goals to provide quality educational and enrichment programming for students and their families. Programming will include services of academic assistance in core academic areas to help students meet and exceed the state's standards for academic achievement. Additional services will be coordinated to help students and families mitigate risk factors and achieve academic success. Each center will follow the Texas ACE Blueprint in developing activities and programs balanced across the four core components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. Each ACE Program center will be developed with a specific framework that establishes a foundation for best practices, effective implementation and high quality programs.

The comprehensive, high-quality ACE Program will offer a wide range of academic and personal enrichment services enhanced by extensive partnership support. Program activities, infused with ELL strategies, are designed to complement and enrich school day learning, and will include reading; STEAM; performing arts; physical education; character education; and service learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 072-903	Amendment # (for amendments only):

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

The Family Engagement Specialist (FES) will work with the existing SISD Parent Liaison to support the overall efforts to increase family involvement. The FES will work with school staff and social service providers to develop a system to leverage resources to allow more of the family needs to be met. The FES and site coordinators will work together with parents and families to develop programs that meets the needs of the families for each center. This will allow the families to have a more active role and should result in increased attendance and a greater sense of ownership leading to increased involvement.

The FES will encourage family and parental involvement and will provide home visits and ongoing educational programs to immediate family members of students participating in the ACE Program. The FES will work closely with existing parent organizations, campus and district SBDM Committees, the Project Director and Site Coordinators to market the program especially targeting parents of children enrolled in the ACE Program.

The Family Engagement Specialist will have a critical role in meeting goals for overall student success. Erath County schools have experienced an increase in English Language Learners in the past few years and have not been as successful as we would like in partnering with our LEP and migrant parents. The FES will be instrumental in increasing parent and family involvement which will in turn increase student engagement. The FES will help us be more "family friendly" and parents will feel more welcome. Evening classes would provide these and other economically disadvantaged families with opportunities to improve their education and in return support student learning.

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.

ACE Program staff, including the Family Engagement Specialist, will meet with school staff at the beginning of the school year to outline the benefits of the ACE Program and seek assistance from teachers in educating parents about the ACE Program and encouraging them to enroll their children. Campus principals were involved in the grant planning process and are eager to promote the ACE Program and recruit students as soon as we receive notification of the grant award.

The FES will utilize the Family Engagement Specialist Guide in the Texas ACE Blueprint to plan and coordinate family engagement strategies across the eight centers. Parent involvement and engagement is a high priority need and the FES will have each school's full support in coordinating activities and services for our families. Parent surveys indicated that parents don't always feel welcome in their child's school, so we want to address that need immediately. Because the ACE Program will be meeting specific family needs, we believe that we can form a strong connection of the parents to the campus which will translate into the parents/families feeling more welcome at the campuses and therefore more involved in their child(ren)'s education.

The Family Engagement Specialist will work with the Project Director and community partners to identify all of the services that are available to Erath County students and families. The FES will also work with the site coordinators to develop center specific programs to address family needs unique to each center.

ACE Program information in both English and Spanish will be disseminated far and wide across Erath County in key locations such as churches, businesses and local community organizations. The ACE Program will be featured in the newspaper and will be promoted by each school and community partner across Erath County.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 072-903	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.

Parents' needs will be addressed through a variety of offerings including formal family literacy classes and monthly workshops (discipline, communicating with teachers/administrators, and importance of physical fitness) conducted on site. A total of eight, two-hour scheduled parent workshops will be conducted throughout the program year in addition to year-round opportunities for assistance with college and career planning. To enroll children in our program, parents must sign an agreement indicating commitment to attend monthly meeting to ensure the participation of the adult family members of actively participating students.

Participating families will have access to additional services designed to help meet the non-academic needs of the students and families. The Family Engagement Specialist (FES,) SISD Parent Liaison, and other ACE Program staff will help by linking the families to other needed social services. The Family Engagement Specialist (FES) will work with the community partners to provide parents of the targeted students with opportunities for physical fitness/nutrition, literacy, educational development and related workforce readiness. The FES will hold parent meetings to help parents understand how to help their children study at home and encourage their children to read at home.

The ACE Program will use the general IT-support systems of the campus (generally in the campus library) to allow parents without access to technology to access the internet. Parents may wish to pursue additional educational opportunities, seek employment, and/or research other information.

Additionally, each center will establish a Family Resource Center (FRC) that provides parents opportunities for literacy, accountability, education, educational development and related workforce readiness. The FES will actively encourage parents to use the Family Resource Center and plan specific events to highlight the FRC. The ACE Program Family Engagement Specialist will take the lead in providing training, technical assistance and expertise in serving the adult and family members.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 072-903	Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 072-903		Amendment number (for amendments only):		

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

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

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 072-903	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): **4**

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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

Total Nonprofit Participants

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

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

Participant Consultation: Development and Design Phase Consultation Methods

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

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

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

☐ How children's needs will be identified

☐ What services will be offered

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

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

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

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

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

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

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 072-903	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

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

Designated Times

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

Part 4: Selection Criteria/Activity Timeline

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

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

Select the one appropriate box below.
☐ There are no differences between the program benefits provided to the public school students and the private school students.
☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

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

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