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

		FOR TEA USE ONLY Write NOGA ID here.
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2016 MAR 29 AM 11: 49
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Santa Rosa I.S.D.	031-914		
Vendor ID #	**ESC Region #**		**DUNS #**
17460022688	1		100076546

Mailing address		City	State	ZIP Code
P.O. Box 368		Santa Rosa	TX	78593

Primary Contact

First name	M.I.	Last name	Title
Alberto		Trevino	Project Director
Telephone #	**Email address**		**FAX #**
956.636.9800 Ext. 150	altrevino@srtx.org		956.636.1496

Secondary Contact

First name	M.I.	Last name	Title
Heriberto		Villarreal	Superintendent
Telephone #	**Email address**		**FAX #**
956.636.9800	hbvillarreal@srtx.org		956.636.9890

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.**
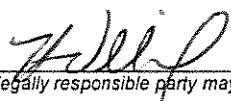
Authorized Official:

First name	M.I.	Last name	Title
Heriberto		Villarreal	Superintendent
Telephone #	Email address		FAX #
956636.9800	hbvillarreal@srtx.org		956.636.9890

Signature (blue ink preferred)　　　　　　Date signed

_3/28/16_

Only the legally responsible party may sign this application.

701-16-102-111

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 031-914	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): 08/01	End date (MM/DD): 07/31

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

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

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 031-914	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 031-914	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 031-914	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Heriberto Villarreal	956.636.9800	$844,354
	Santa Rosa I.S.D.		hbvillarreal@srtx.org	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID: 031-914		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:	

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 031-914	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.

Santa Rosa Independent School District is a Title I school district that serves approximately 1,200 students pre-kinder to twelve grade in three campuses – elementary, middle school, and high school. The District is within the city boundaries of Santa Rosa located within 30 miles of the U.S. Mexico border. The City of Santa Rosa has approximately 2,500 residents and is located in the rural northwestern corner of Cameron County. The school district is the largest employer in the city. Santa Rosa ISD serves a large transient population.

As a small rural school districts in South Texas along the U.S./Mexico Border, Santa Rosa ISD is considered a poor property school district that operates under a limited school budget. Other than the city government's small youth center and a satellite office of a community health center, there are no other social service serving agency that provides services to youth and their families. While the school district has made improvements in their academic standing, it still has much room for improvements especially in the at-risk population and with disadvantaged students. State standardized scores average 8 points below across most core subjects. Academically, the District is below state average in all core subjects. In Reading/Language Arts, the district is 6 points below state average (82% versus 88%); Math scores are 5 points below state (79% versus 84%) Middle school benchmark scores are well below state standard. Therefore, having an afterschool program that is structured and aligned with school day objectives and offers intentional youth leadership development programming during non-school hours will significantly help the school district make progress toward its goal of educating and preparing students for college and career.

The proposed Santa Rosa ISD ACE program is a dynamic afterschool program designed to directly impact student academic achievement through a three-tiered program design that is centered around a creative and unique STEAM's program – Science, Technology, Engineering, Arts, and Math. Tier one will focus on providing intentional academic support services to students specifically identified to participate in this unique after-school program. Tutoring and enhanced learning experiences will be provided using project based/product outcome learning strategies. Tier two activities will target youth leadership skills development to help students improve self-confidence, self-esteem, and address socio-emotional issues that may impede academic progress. Evidence based programs such as PAL's, ReBrilliance, and other youth development programs will be used. Outdoor activities such as hiking, kayaking, marine science, and birding will be used in the STEAM's curriculum to help engage the targeted participants. Tier three activities will focus on helping parents and guardians engage with their child's education by offering parental engagement activities and adult literacy opportunities. Bi-weekly and monthly parental engagement activities that include family strengthening sessions, parent-child activities will be offered to reach out and retain participation.

These proposed activities are all carefully designed to help the district improve student academics, student attendance, student behavior, student promotion and graduation rates. The program will offer academic enrichment activities, an array of other activities to help students, college and career awareness activities, and family engagement activities. Academic learning activities offered under this grant proposal are designed to expand student learning opportunities from daytime learning. They are not however designed to be stand-alone activities. Project staff will diligently work with each campus instructional dean and teachers to help identify and align academic strategies. Teacher capacity building will be an integral component of this project design. It will ensure that benefits of afterschool programming will also be transferred to day time teaching. In addition, resources gained from this grant will provide opportunity to expand some of the student learning initiatives.

The overall goals of the proposed program is to increase graduation rates by improving promotion rates, improving attendance, improving behavior, and improving college and career readiness for students who would be on the path for academic failure and possibly dropping out of school. These afterschool services will be implemented as part of the campus and district's improvement plans; therefore, leveraging other resources to help enhance the district's improvement plans. In addition to internal resources such as Federal Programs and local funded program, the ACE program will also benefit from external resources obtained by the district. These include other grant funded services that provide youth development to prevent juvenile delinquency and teen pregnancy. The proposed and budgeted grant services are specifically designed to enhance, not supplant, current efforts. The district's commitment to high quality

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services and its experience in managing grants including 21st Century grants (Cycle 6) will ensure that these enhanced services are of the highest quality that are specifically designed to meet individual needs of students.

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 031-914	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 Santa Rosa ACE program will work with community partners to help enhance the services to students and their families. One key partner will be the City of Santa Rosa's Youth Center. This center was recently opened and due to lack of City funds, the services have been very limited. However, with the assistance of these grant funds, the Santa Rosa ISD district has committed to work with the City Commissioners and City Mayor in partnering up and providing services at the quality level of ACE programs. Since students attending this program are the same students attending the school district, the ACE program expanded services in the community will be a great benefit to students and their families, especially working families who work out of town. This effort will reduce the latch-key syndrome most often found in small rural communities such as Santa Rosa. In an effort to be efficient in the process, both entities agreed that the partnership would be one of mutual interest in that the district would place afterschool instructors and tutors at the Youth Center rather than paying the City to provide these services. This management approach will also ensure compliance with ACE Blueprint expectations.

Strategies used in the afterschool activities will be based on evidence based practices such as project based learning, product outcome learning, experiential and embedded academic practices. The ACE program has budgeted sufficient funds for a quality staff development program. This investment will ensure that all staff are well trained in the methods and strategies that are outlined and supported in afterschool literature and afterschool advocates such as Beyond School Bells, Afterschool Alliance, TexPost, U.S. Department of Education Y4Y training research and modules as well as other proven best practices found through Texas Education Agency's Tx21st and MyTexas ACE. In addition, the ACE program has budgeted out-of-state training funds for staff to attend national conferences. This investment will ensure that the ACE program staff are up-to-par with the latest afterschool practices and strategies.

The proposed ACE program is the result of extensive research and a comprehensive needs assessment. The fact that Santa Rosa ISD has successfully implemented a previous 21st CCLC program (cycle 6) and the fact that the project director has over 12 years managing ACE programs; and, the fact that the school board and school administration has been very supportive of the afterschool program and has developed strong working relationships with community resources will ensure that the proposed program will be a successful program that not only meets state requirements but also sets the trend for afterschool programs across the state and nation. The district ACE staff will continue to be involved in presenting at state and national afterschool conference as it has done in the past.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-914	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	$600,220	$	$600,220
Schedule #8	Professional and Contracted Services (6200)	6200	$17,500	$9,000	$26,500
Schedule #9	Supplies and Materials (6300)	6300	$82,819	$0	$82,819
Schedule #10	Other Operating Costs (6400)	6400	$87,647	$	$87,647
Schedule #11	Capital Outlay (6600)	6600	$0	$	$0
	Consolidate Administrative Funds			X Yes ☐ No	
	Total direct costs:		$788,186	$9,000	$797,186
	2.526% indirect costs (see note):		N/A	$19,642	
Grand total of budgeted costs (add all entries in each column):			$788,186	$28,642	$797,186

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

Administrative Cost Calculation	
Enter the total grant amount requested:	**$797,186**
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:	$39,859

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

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

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 031-914		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1	Teacher	0		$
2	Educational aide	0		$
3	Tutor	0		$
Program Management and Administration			
4	Project director (required)	1		$65,000
5	Site coordinator (required)	3		$132,000
6	Family engagement specialist (required)	1		$40,000
7	Secretary/administrative assistant	1		$25,000
8	Data entry clerk	3		$60,000
9	Grant accountant/bookkeeper			$
10	Evaluator/evaluation specialist			$
Auxiliary			
11	Counselor			$
12	Social worker	1		$40,000
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:	$362,000
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay		$0
24	6119	Professional staff extra-duty pay		$92,000
25	6121	Support staff extra-duty pay		$67,000
26	6140	Employee benefits		$79,220
27	61XX	Tuition remission (IHEs only)		$0
28		Subtotal substitute, extra-duty, benefits costs		$238,220
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$600,220

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: 031-914		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$0
	Specify purpose:	
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$26,500**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	External Program Evaluator for three sites as required by grant. (Adm. Cost)	$9,000
2	STEMS Alumni – Outdoor wildlife science activities	$7,500
3	UTRGV Marine Science	$5,000
4	TSTC NASA Challenger Explorer	$5,000
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$26,500
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$0
	(Sum of lines a, b, and c) Grand total	$26,500

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: 031-914	Amendment number (for amendments only):
Expense Item Description	**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$82,819
	Grand total:	$82,819

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 031-914	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.	$15,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$7,000
6413	Stipends for non-employees other than those included in 6419	$0
6419	Non-employee costs for conferences. Requires authorization in writing.	$0
Subtotal other operating costs requiring specific approval:		$22,000
	Remaining 6400—Other operating costs that do not require specific approval:	$65,647
Grand total:		$87,647

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

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

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule #11—Capital Outlay (6600)**			

County-District Number or Vendor ID: 031-914 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
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				$0
			Grand total:	$0

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

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

Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 031-914	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:			1138	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	1	.09%	Attendance rate	96%
Hispanic	1126	98.86%	Annual dropout rate (Gr 9-12)	1.1%
White	11	.97%	Students taking the ACT and/or SAT	73.7%
Asian	0	0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	982	86.22%	Average ACT score (number value, not a percentage)	16.3
Limited English proficient (LEP)	49	4.30%	Students classified as "at risk" per Texas Education Code §29.081(d)	63.21%
Disciplinary placements	3	.26%		

Comments

Click and type here to enter response.

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

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	0	0%	No degree	0	0%
Hispanic	76	87%	Bachelor's degree	83	95%
White	10	12%	Master's degree	5	5%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	29	33%	Avg. salary, 1-5 years exp.	42,000	N/A
6-10 years exp.	19	22 %	Avg. salary, 6-10 years exp.	44,000	N/A
11-20 years exp.	19	22 %	Avg. salary, 11-20 years exp.	47,000	N/A
Over 20 years exp.	15	17 %	Avg. salary, over 20 years exp.	55,000	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)																
County-district number or vendor ID: 031-914									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	20	20	30	35	35	35	55	45	40	30	25	25	25	420
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	20	20	30	35	35	35	55	45	40	30	25	25	25	420

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 031-914	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.

A comprehensive needs assessment was conducted at all three campuses to assess the needs of 1) improving student academic outcome, 2) meeting student's socio-emotional needs, 3) helping students with college preparedness and career planning, and 4) helping parents engage in their child's education with the goal to increase student academic outcome. Each area was assessed using different processes to ensure that a true and realistic base was identified and a growth or anticipated target was defined.

The assessment process for identifying student's academic needs involved reviewing current and past state standardized testing results. Comparisons between regional and state exam level data were made to assess the current positions of each campus. Benchmark data was used to assess current school year's progress. Campus and district improvement plans were reviewed to identify areas where sufficient resources were available as well as to identify where there was a lack of resources needed to successfully meet those specific goals and objectives. Teacher surveys were used to give staff an opportunity to identify their specific grade level needs and to give suggestions for how to meet those needs. Since the district has had an ACE Afterschool Program during Cycle 6 funding, teachers were very familiar with the benefits and possibilities of how an afterschool program could help them improve student academic achievement. At the elementary campus, three key areas of concern were identified where the afterschool program could help.

Teachers and administrators identified through DMAC data and Fall semester benchmark data that students in the early school grades (PK-3rd grade) were needing to improve their reading, vocabulary development, and fluency. Fourth grade students were needing writing and reading connection skills development. Fifth grade student needs focused more on mastering specific Math TEKs objectives and also similar to 3rd grade students, they were needing improvement in reading comprehension and vocabulary skills. In addition, elementary campus staff identified the need to help students learn how to study with success and also provide homework assistance to those students who were identified as being behind and therefore having difficulty with homework assignments.

Elementary teachers and administrators identified a need to help parents increase awareness on how to be more involved with their child's education to improve student academic achievement. Such skills as how to better understand the American school system for new immigrant families and how to communicate with their children about the role education plays in future success. It seemed that parents were having a difficult time connecting their parental role with that of school supportive role. All too often, teachers reported that parents tended to believe that their role was just to bring students to school and that school staff (teachers) would do the rest. This lack of understanding of the role a parent can play in making a difference in their child's education can leave a void in opportunities for student academic success. Teachers and administrators wanted to make sure the proposed ACE Afterschool program would address this specific parental engagement need. There were two other needs that teachers and administrators assessed. The need to help parents effectively guide their children was one of those needs, especially for certain grade levels where discipline referrals were higher than other grade levels. Teachers also reported a need for parents, guardians, and grandparents to learn new skills that they could do to help their children do better in school. These things were not only academically focused but rather more discipline focused. For example, a common response to this area of inquiry was that parents, or the adults raising the student, seemed not to have a positive learning environment at home. This lack of structure seemed to be interfering with student's home study time. Therefore, homework was not being completed correctly or not being done at all. Teachers reported that parent/teacher conferences seemed to reveal parent's lack of importance to their children's homework or study responsibilities.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 031-914	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.	Increase specific academic skills for elementary students. • Reading and Vocabulary Fluency for Pre-Kinder thru 3rd grade. • Increase Writing and Reading connection skills development • Increase Math skills (5th grade)	The ACE program will implement a S.T.E.A.M's based experiential hands-on learning academic enrichment program that utilized embedded academic, project based learning and small group tutoring to address student's academic needs. Mindworks will be used at the elementary and middle school. Marine and outdoor science activities will be offered through STEMS Alumni, UTRGV Marine Science, and TSTC NASA program.
2.	Improve parental engagement to help their children succeed in school by: • Improving home discipline practices, • Increasing awareness on how to help their children do better in school, • Better understanding on how the school system works.	A school social work family engagement program will be implemented to help parents. Family Engagement Specialist and social worker will work with families directly providing services to help them strengthen their support for their child's education. Family counseling, family literacy and parenting classes will be offered to parents of students attending the ACE program.
3.	Improve college and career readiness so that students can connect current school work with their future.	Students recruited to participate in the ACE Program will participate in a series of activities designed to increase knowledge and awareness of careers and college readiness beyond academic preparedness. Career exploration activities and summer camps will be offered to help students explore both traditional and non-traditional career options. ACE staff will work jointly with each campus counselor to complete a student career path plan.
4.	Improve student socio-emotional functioning and increase self-confidence so that students can focus on learning.	The ACE Program will offer a unique school social work case management program to help students address issues they may be having that impedes academic success. A team of social work interns will be recruited to work with ACE students. Individual counseling, crisis counseling, support groups, and educational groups will be facilitated to help both student and their families cope with current stressors. Behavior and attendance issues will be addressed using this social work case management model.
5.	Improve youth leadership skills so that students can learn how to succeed.	A youth development program will be offered to ACE participants. Evidence based programs such as the PALs Program, 7 Habits of Highly Effective Teens, ReBrilliance, teen pregnancy prevention sessions using Cuidate and Making Proud choices will be offered. Enrichment activities such as Girl's Club and Boy's Club using the 40 Developmental Assets and other evidence based youth development program will be used.

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Schedule #14—Management Plan		
County-district number or vendor ID: 031-914	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 Social Work (with license) or related field with minimum of five years' experience managing grants and afterschool programs. Knowledge in educational programs, human resources, supervision, evaluation, and budget management.
2.	Site Coordinator(s)	Bachelor degree (4 yr) in social science field. Experience working with students in a school setting. Proficient in coordinating tasks, supervising staff, and working with school systems
3.	Family Engagement Specialist	Bachelor's degree in Social Work with experience in working in a school setting. Knowledgeable in working with families and group facilitation. Excellent coordination skills. License preferred or eligible to obtain social work license.
4.	External Evaluator	Doctorate level with experience in conducting program evaluations preferably in afterschool programs. Minimum 5 year experience in school administration - superintendent, curriculum & instruction, or central level administration experience.
5.	Administrative Assistant	Associates degree or similar experience. Minimum 3 year experience in working with grants. Knowledgeable in school finance systems and office management protocols.

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.	Increase Math scores by 20% for students below passing.	1.	Training A/S teachers on effective A/S strategies.	08/15/2016	09/02/2016
		2.	Identify program participants based on prior scores.	08/15/2016	09/02/2016
		3.	Design creative activities that align with day time.	08/15/2016	09/02/2016
		4.	Implement and monitor activities in afterschool.	09/05/2016	05/31/2016
		5.	Make necessary activity adjustments.	10/31/2016	04/01/2017
2.	Increase ELA/Reading scores by 20% for students below passing	1.	Training A/S teachers on effective A/S strategies.	08/15/2016	09/02/2016
		2.	Identify program participants based on prior scores.	08/15/2016	09/02/2016
		3.	Design creative activities that align with day time.	08/15/2016	09/02/2016
		4.	Implement and monitor activities in afterschool.	09/05/2016	05/31/2016
		5.	Make necessary activity adjustments.	10/31/2016	04/01/2017
3.	Increase Science scores by 20% for students below passing.	1.	Training A/S teachers on effective A/S strategies.	08/15/2016	09/02/2016
		2.	Identify program participants based on prior scores.	08/15/2016	09/02/2016
		3.	Design creative activities that align with day time.	08/15/2016	09/02/2016
		4.	Implement and monitor activities in afterschool.	09/05/2016	05/31/2016
		5.	Make necessary activity adjustments.	10/31/2016	04/01/2017
4.	Improve attendance percentage by 15%	1.	Review student's previous year's attendance record.	08/15/2016	09/02/2016
		2.	Identify & recruit students with high absenteeism.	08/22/2016	09/05/2016
		3.	Assign student cases to social work interns.	08/22/2016	09/05/2016
		4.	Develop ACE success plan w/student and parents.	08/22/2016	09/05/2016
		5.	Monitor student's attendance -Day and Afterschool.	09/05/2016	05/31/2016
5.	Improve promotion & graduation rates by 15%	1.	Identify at-risk students of not being promoted.	08/15/2016	09/02/2016
		2.	Develop ACE success plan w/student and parents.	08/15/2016	09/02/2016
		3.	Assign student to afterschool appropriate activities.	08/15/2016	09/02/2016
		4.	Monitor student's progress every 90 days.	09/05/2016	05/31/2016
		5.	Make necessary adjustments to meet student needs.	09/05/2016	05/31/2016

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 031-914	Amendment # (for amendments only)

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

The school district has had great success in monitoring current and past projects and grants. These systems proved successful during the Cycle 6 afterschool program as was evident in their 100% contract compliance results in all PRIME Assessment audits. Edvance Tech/Nurturer used this district's afterschool Blue Print binders to share with other districts. The Project Director presented at the request of Edvance and TxPost on program management and budgeting at the annual state conference. The management system is grounded on the business model. It is based on a strategic planning methodology that included goals, objectives, action steps, and milestones. Below is an example.

Goal #1	Increase Attendance by 20 percent for students with less than 90 percent school day attendance.
Objective	Recruit students with less than 90% attendance.

Action Steps	Milestones	Progress
1. Meet with attendance clerk to acquire list of students in this range. 2. Meet with campus counselor and SW intern to assess student's academic standing.	1. Students actively participate in afterschool program. 2. Parents are engaged in student's education by monitoring attendance and participating in parent engagement activities.	45 day progress is reviewed. Cases are staffed with student, parent/guardian, site coordinator, social work interns, counselor, principal or asst. principal and family engagement staff. Adjustments are made to resolve issues if necessary.

The project director works jointly with each site coordinator and family engagement specialist to complete a mid-semester and a semester report that is then presented to the superintendent and reported to the school board at a regular school board meeting. At a minimum, the report will include 1) activity summary, 2) attendance in program, 3) TEA contract compliance report of any program audit results, 4) family engagement activity report, and 5) budget summary report. This system allows for feedback from key stake holders and yields continuous improvement practices.

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.

The district has a strong proven record of sustaining the afterschool program beyond grant funding. It received 21st CCLC funding during the Cycle 6 grant application process and has sustained the afterschool program. That particular funding cycle had a 25% funding reduction for year 4 and another 25% reduction for year 5. The school board unanimously voted to supplement the reduction in funding for those last two years. The school board has recognized the success of their afterschool program. Survey results to recommend continued funding beyond grant funds by student, parent, teachers, and administrators was at 100% of survey respondents. Since then, the school board has sustained the afterschool program for the past two school years since the grant ended. The district has successfully met the sustainability expectations. The district is considered a poor property school district with a limited budget. It has seen reduction in student enrollment and in federal funding. Nonetheless, the school board has graciously committed to fund the afterschool program for two years. In addition to leveraging federal funds (Title I) for afterschool programming, it has continuously allocated local funds (199) for afterschool activities. In total, it has contributed over $600,000 in combined resources. This is a considerable contribution for the size and financial position of this small rural school district. As a result, the District has retained 90 percent of the initial ACE staff that will be used to implement and manage this program. Furthermore, the district has been generous enough to allow for its ACE staff (Cycle 6) to participate in Department of Education 21st CCLC Technical Work Groups, present at national and state conference, and assist other districts through the involvement in the ACE Community Network groups.

The Board is committed to continuing their support of the afterschool program as evidenced by 100 percent board commitment in the letter of support included in this application. The District has secured three funding sources that will help supplement the afterschool program. These include the Teen Pregnancy Prevention grant, a Juvenile Delinquency Prevention grant, and a GET Fit grant. It also has a partnerships with UTRGV's Social Work Department and accepts 6-10 social work interns. Sustainability will continue to be a high priority throughout the duration of the grant.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 031-914	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.	Development of Logic Model for this proposed afterschool program.	1.	Conduct internal and external resource mapping.
		2.	Meet with stakeholders to solicit feedback on the design of Logic Model.
		3.	Communicate and monitor Logic Model.
2.	Develop key research questions that measure overall project goals.	1.	Meet with external evaluator, administrators, and ACE staff.
		2.	Operationally define specific program goals as outlined in the proposal.
		3.	Agree upon specific research questions and process indicators.
3.	Develop strategic action plan for each goal and objectives.	1.	Meet with ACE staff and stake holders including advisory council.
		2.	Develop strategic action plan based on approved grant proposal.
		3.	Monitor progress through data review and team meeting reviews.
4.	Collect and analyze process and outcome data. Share results with key stakeholders.	1.	Meet with external evaluator and ACE staff to identify data collection process.
		2.	Collect data weekly and conduct process evaluations every six weeks.
		3.	Develop process evaluation reports and share w/key ACE staff.
5.	Write mid-evaluation and final evaluation reports.	1.	Meet with external evaluator to review data.
		2.	Assist external evaluator with data interpretation and outcome evaluation.
		3.	Share eval. reports with adv. council, parents, school staff, and school board.

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 evaluation design will outline the methodology for data collection. The selected evaluator will meet with ACE core staff and campus administrators to discuss the necessary systems for data collection. The Texas ACE Blueprint as outlined in Appendix 34 "Texas ACE Independent Evaluation Guide 2015-16. The District and the ACE Director has extensive experience managing and evaluating programs. This familiarity with evaluations and Texas ACE program evaluation requirements will allow for a smooth and quick start on finalizing the evaluation design by implementing it upon grant notification. There are no anticipated data collection issues. The District staff and administrators are very supportive and are under direction and supervision of the Superintendent to support this and all other grants. The ACE team will work with the Federal Program's Director, principals, PEIMS clerks, attendance clerks, campus counselors, Dean of Instruction, campus police, , and core subject department heads. Each site coordinator will be responsible for working with their respective campus staff necessary to obtained student data on a timely manner and in a way useful to complete necessary TEA reports and evaluation reports as needed by the external evaluator.

At a minimum, each site will collect student level data that includes afterschool and day school attendance, six weeks grades, state standardized exam results, benchmark data, discipline data, and behavior data. Site coordinators will be responsible for creating and maintaining Tx.21st program data systems as required by the grant guidelines. This will include creating center level activities, registering and enrolling students in appropriate activities, entering attendance data weekly, entering six week student grades and semester grades and running exception reports to ensure updated date entry for each center. The project director will conduct exception reports every three weeks to ensure data entry compliance and monitor student attendance. Meetings with site coordinators, external evaluator, principals, and other stake holders will be held monthly or as needed to help resolve any data collection issues and to share program progress.

Process evaluation reports will be shared by the external evaluator and will be used to make necessary program and activity modifications necessary to meet program objectives. Evaluation reports will be shared with principals, teachers, parents, and district administrators including school board on a quarterly basis. This process evaluation inclusion will ensure that modifications are made early on to meet student's needs. Evaluation reports will be posted in the district's website under the ACE Program page.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031-914	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 proposed before school, afterschool and during non-school hours program is a unique program design that is designed to 1) attract and engage the attention of students not performing well in academics, 2) address the socio-emotional issues common amongst this student population, 3) provide creative, high quality learning opportunities that utilizes experiential hands-on learning experiences and project based learning strategies using a STEMS and STEAMS program that utilized local and natural environmental resources, 4) offer college and career exploration opportunities, and 5) engage parents and the entire family unit in the support of their children's education by providing quality evidence based parental engagement and literacy programs. The ACE program will utilize 1) an academic enrichment program that used embedded academic strategies, 2) a youth development program that uses a marine science and outdoor wilderness science, theatre, outdoor sports, and arts activities, and 3) a school social work model that offers family strengthening activities.

These afterschool activities will be offered with the support and leverage of existing school district and community resources. Internally, Federal funds and programs such as Title I, Migrant funds and GEAR-UP will be used to support academic enrichment activities therefore not supplanting but rather supplementing existing efforts. Externally, partnerships with the City of Santa Rosa's Youth Center, the County Commissioner's Court, UTRGV Robotics, UTRGV Social Work Department, Tropical Texas MHMR, Behavior Health Solutions, and STEMS Alumni will be used to enhance the activities proposed in this exciting program design. In addition, current district funding grants will help enhance the services to students and families. These include the programs *Juntos Podemos*, a teen pregnancy prevention program in partnership with Texas A&M and Texas Campaign on Preventing Teen Pregnancy, The GET Fit Program, a health and wellness program funded by United Methodist Ministries, Santa Rosa Youth Leadership Program, a juvenile delinquency prevention program funded by the Criminal Juvenile Justice Division, and the graduate and undergraduate social work interns from the University of Texas Rio Grande Valley.

Students participating in the 21st CCLC grant (ACE program) will be transported to and from all afterschool activities and to home using school buses. The ACE project director and site coordinators will meet with and communicate regularly with the District's transportation director to develop and maintain bus schedules for afterschool and to ensure timely non-interrupted student transportation through the year.

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.

The ACE, Afterschool Centers on Education, name is a well-known and respected name in the community. Even after the grant ended two years ago, the community still regards the sustained afterschool program as the 21st Century or the ACE program. Due to its positive history, the advertisement of the grant and services will be easy accomplished. Community awareness of the grant will be done using various means. Upon grant notification of aware, a press release will be sent to local newspapers which have helped promote previous afterschool activities and events. An agenda item will be placed in the next school board regular meeting announcing the grant. ACE staff will make presentations at every community meeting, school parent meeting as well as staff meeting in all three centers (campuses). ACE promotional materials will be ordered and disseminated within the schools and in the community. And an orientation student and parent meetings will be scheduled during and after school including evenings to communicate the services to students, parents, teachers, and community in general. An advisory council will be assembled leveraging the School Health Advisory Council members so that there are no duplication of parent/community member meetings therefore increasing engagement and attendance. These embers will assist in disseminating ACE program information. In addition, the current afterschool district web site will be updated using ACE brand logos and information to inform web visitors of the program services, enrollment processes, and schedules. And finally, an ACE Rally will be scheduled during student registration at each campus at the beginning of the school year.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-914	Amendment # (for amendments only):

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

The primary goal of the proposed ACE program is to help increase student promotion and graduation rates. The design of this proposed afterschool program is based on utilizing best practices as identified in afterschool literature such as those found in Beyond Schools, Afterschool Alliance, TxPost, Foundation Schools, and youth development research. All activities proposed in this afterschool program utilize evidence based strategies supported by the aforementioned afterschool entities. The SR ACE program will improve student academic achievement using a three point program design. First and foremost, the ACE program will implement an academic enrichment program that offers academic tutoring in core subject areas (math, science, ELA/reading, social studies). It will follow effective tutoring ratios of no more that 8:1 for specific subject tutoring. This activity will be supported by Title funds and enhanced by 21st CCLC funds. Tutoring efforts will be driven by individual data analysis using DMAC, benchmarks, and teacher assessments. Secondly, creative academic enrichment activities will be offered to enhance student's ability to master key TEKS objectives using Product Outcome Education strategies, Project Based Learning strategies, and out-of-classroom field learning experiences. Thirdly, in response to what education and behavior science literature indicates as to why some students perform low academically, the proposed ACE program will offer an evidence based School Social Work Case Management program to help students address socio-emotional issues associated with self-defeating behaviors. Social work interns will be recruited from the local university (UTRGV) to help implement youth development activities including PAL's Afterschool Program, teen pregnancy prevention activities, individual counseling, support group, crisis counseling, family counseling and advocacy and referral services. College and career exploration activities will be offered as part of the youth development program. And Finally, the ACE program will offer a comprehensive Parent/Family Strengthening program that will offer parent sessions using evidence based programs such as Parents Helping Parents. These activities are well supported by education and youth development literature and are therefore intentionally targeted to impact student academic achievement by addressing both cognitive and behavior needs of students performing below academically.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District totally understands and accepts that 21st CCLC grant is not intended to fund all of the activities offered in the afterschool program. For this reason, the District will continue to leverage state and federal funds to help support some of the activities in the afterschool program. This will ensure that supplement, not supplant, of activities occurs; hence, adding to the overall resources available to help reach program goals and objectives. Previous success during Cycle 6 afterschool programming was largely attributed to the leveraging of other funds to support the afterschool program. The afterschool program has a history of working closely with all of the school district's departments and other programs including business office federal program's department, GEAR-UP program, DAEP, campus principals, transportation department, campus dean of instruction, athletic department, core subject department heads, and School Health Advisory Council. These strong working relationships will significantly enhance the proposed services outlined in this proposal by leveraging funding so that supplementation of services can occur versus supplanting. While there is really no need to execute any of the Texas Blueprint interdepartmental agreements, the ACE program will still do so to make these working relationships official. The ACE director will work directly under the Superintendent and therefore will have direct intervention access if the need arises. SRISD has a proven track record of utilizing these working relationships to accomplish program goals and objectives.

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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 District will only offer academic enrichment activities that are based on objective set of measures that will lead to high quality academic enrichment outcomes. Each center will conduct individual assessments that include student data generated by data systems such as DMAC as well as local student performance data collected through benchmark exam results, six-week and mid-term grades. Each campus site coordinator will work in partnership with campus dean of instruction staff, core subject department heads, and principals to review student data and develop appropriate enrichment activities that meet student's academic needs. Similarly, this team will identify and recruit those students best suited to benefit from these activities. This intentional recruitment based on academic data will ensure that activities offered directly help student's specific academic needs. Evaluation and monitoring of students' progress on a bi-monthly basis will ensure that students are on target for reaching their academic goals. It also allows for each center to make necessary activity and program modifications to adjust to student's changing needs.

The overall design of the program is based on four key frameworks, 1) project based learning strategies, 2) school case management model, 3) experiential learning strategies, and 4) family engagement framework. These program modalities offer students and their families an opportunity to function under a collaborative environment where students share work, ask for feedback, strengthen communication skills, use critical thinking skills, and foster positive relationships between students and amongst their teachers. These frameworks are supported by afterschool literature and advocates such as Beyond School Bells, Afterschool Alliance, TexPost, and others. The District is committed to only implementing Best Practices that have been proven to have positive student outcomes. In order to insure these outcomes, the proposed afterschool program will utilize processes as outlined in the Texas ACE Blueprint-Cycle 9. Specifically, it will ensure that all of the critical success factors for ACE are in place and operating with high fidelity. These include that students and families are actively engaged in the intended learning, they feel a sense of involvement in school, the program uses data to manage, revise, and evaluate services, and that staff attend relevant training and use strategies learned in training. In order to ensure these factors are in place, each of the centers in the ACE program will utilize only innovative proven instructional techniques, utilizes adult advocates that can help meet student's needs, assess continuously the needs of students, and offer weekly meetings with ACE staff and monthly training to build capacity in ACE staff. The District's ACE program fully embraces the notion that the only way to improve services is to improve staff. Therefore staff development will be a key milestone to secure quality programming. Since the District has had a previous 21st CCLC program under Cycle 6 and since the key staff were retained under the sustainability plan for two years, the program staff will begin implementing the program with an 8th year experience rather than a 1st year experience. This "hit the ground running" opportunity will truly ensure quality programming from day one.

As previously mentioned, the experience the District has in successfully managing a previous grant cycle will ensure that program requirements are not only met but rather surpassed. Data collection systems are already in place. This is facilitated by the excellent working relationships already established within the school district with PEIMS clerks, business office personnel, and other key district staff. ACE staff will continue to be members of School Health Advisory Councils, Campus Improvement Planning Committees, Administrator's meetings, and other internal systems. This inclusion and participatory relationships will ensure that each center has direct access to student data, financial data, and direct communication with key stakeholders on evaluating and developing customized service plans for students. In addition, the external program evaluator will be part of this ACE team from day one to help develop data collection processes that will be used to conduct process and outcome evaluations. This data will also be used to make necessary changes throughout the year so that student's needs are best met as they may change rather than waiting for the end of the school year.

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

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

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

While Santa Rosa ISD is considered a rural school district that has limited access to other resources, it has been able to establish very strong networking relationships with a few entities that will play a key role in this proposed ACE program. A partnership with the City of Santa Rosa has been established and will be part of this application for funding. In particular, the District will partner with the City's Youth Center. The Youth Center is one block away from two of the three school centers. It will provide enrichment activities that the center cannot otherwise offered at the school setting. The District will fund sufficient enrichment instructors and supplies to carry out specific enrichment activities that include indoor sports and outdoor sports in their gym and outdoor fields. The City Commissioners and City Major, a past school board trustee and past employee of the district, have fully supported the District's afterschool program and have pledged to continue their support. These partnerships will significantly enhance the services offered to students and help meet the needs of both students and working families.

In addition, a partnership with the Cameron County Commissioner's Court's Parks Department will be initiated to use the swimming pool located adjacent to the Youth Center as well as other county parks that will be used as adjunct sites throughout the course of the grant. Commissioner Gustavo Ruiz is fully committed to this partnership and fully supports the District's afterschool program. The District has also developed partnerships with the Texas Campaign on Teen Pregnancy Prevention, UTRGV STEMS/Robotics Program, STEMS Alumni organization, Texas Audubon Society, Methodist Ministries Charities, UTRGV Social Work Department, and Juvenile Justice Division. Texas Campaign on Teen Pregnancy Prevention through a grant obtained by Texas A&M will fund teen pregnancy prevention interventions that will enhance the services offered by the ACE afterschool program. UTRGV STEMS/Robotics program through the US Navy will fund the SEAPerch Robotics Competition for the ACE program. The STEMS Alumni organization, a private non-profit organization will be a partner in offering an outdoor STEMS program that includes birding, kayaking, hiking, fishing, and engineering competitions. The State Audubon Society will fund a birding research project for 5th thru 12th grade afterschool students. And the Methodist Ministries will fund a GET Fit program for elementary students during the school year and during the summer. The Juvenile Justice Division grant will fund social work interventionist services to students and their families to help prevent truancy and juvenile delinquency. The University of Texas Rio Grande Valley Social Work Department will continue to assign both graduate and undergraduate students 6-10 per semester to assist in enhancing services to students and their families.

These partnerships will enhance the services offered through the proposed ACE program. They are designed to reach beyond and/or expand the services of the afterschool program including the parental engagement program. Santa Rosa ISD is a poor property school district that has limited resources. However, due to its ability to focus on student services and willingness to share what it has learned by participating in state and national conferences has yielded great opportunities to develop partnerships with many entities that are literally over 20 to 30 miles away. This commitment to engage others in the pursuit of a common goal is what has made Santa Rosa ISD a leader in afterschool programming. It will surly continue this vision with 21st Century Community Learning Center funding in cycle 9.

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

The Santa Rosa ACE program will meet its assessed needs by offering a comprehensive afterschool program that focuses on meeting student's academic needs, other student needs, and parental engagement needs. Internal and external resources will be leveraged to help meet these identified needs. Below is a description of each.
External resources – the ACE program will use its partnerships as identified before to help meet some of the student's needs. These partnerships will help enhance services offered by the ACE program.

The list of external resources are as follow: City of Santa Rosa, Cameron County Commissioner's Court, Cameron County Parks Department, UTRGV STEMS/Robotics, UTRGV Social Work Department, Juvenile Justice Division-Local, Methodist Ministries, Tx A&M & Texas Campaign on Teen Pregnancy Prevention, STEMS Alumni, and Texas Audubon Society. These entities will provide additional funding support for enhance afterschool services or they will provide free services that enhances services provided to students and families in afterschool.

Internal resources that will be leveraged to support the services offered to students and families will include Title I funds, Migrant Funds, Parental Involvement Federal Funds, GEAR-UP program, district's national school lunch program, local funds, and other school departments such as business office, PEIMS, etc. These internal resources will provide both direct and indirect support to help the ACE reach its goals and objectives.

Each center's proposed activities will specifically address specific assessed student needs. At the elementary campus, the ACE program will offer academic enrichment activities, youth leadership and wellness activities, and parental engagement activities. Academic enrichment activities will include specific activities designed to help students master specific TEKS objectives that students have had difficulty mastering during the day time. Lesson plans and activity plans will be specifically designed to focus on these assessed needs. These plans will utilize the Texas ACE Blueprint lesson plans and activity plans to ensure that the activities are aligned with the school day. Tutoring will be offered using a variety of strategies that include Project Based Learning strategies, traditional tutoring strategies, and embedded academic strategies to help students engage in the lesson and connect relevancy to the lesson. In general, each afterschool activity will utilize the 80/20 rule. This is 80 percent of the lesson will be required to use hands-on experiential learning processes and 20 percent of the lesson can use traditional strategies. Enrichment activities will be offered that include art, dance, music, archery, sports, wellness, and PAL's afterschool activities. These activities will focus on using youth development and youth leadership skills development.

At the middle school ACE program, similar activities will be offered to address academic and other student needs. Focus will be on ELA/reading and math. Specific activities will be offered that utilize embedded academic strategies and Project Based Learning as well as Product Outcome Learning strategies. At the middle school, a more in-depth STEMS program will be offered that includes outdoor wildlife and marine science to help engage students. This STEMS or STEAMS program will offer students an opportunity to work directly with STEMS Alumni (college students attending or who have attended UTRGV) and State Audubon Society on field research projects in nearby wildlife parks. Youth leadership clubs will be offered such as Girl's Club and Sports Clubs to engage students and teach youth development skills such as the 40 Developmental Assets. Students will learn 7 Habits of Highly Effective Teens and will participate in service learning projects throughout the school year and summer. Students will participate in the annual SEAPerch Underwater Robotics competition coordinated by UTRGV STEMS and funded by the U.S. Navy. Parents of students attending the afterschool program will participate in parenting classes offered through the Family Engagement Specialist. The evidence based program of Parents Helping Parents will be used in these sessions. In addition, school social work services will be provided by social work staff and social work interns.

High school students will have a somewhat service approach as these students respond differently and have different needs than elementary and middle school students. Academic support will be offered through tutoring/homework help and through extended library time (cyber café). Student's schedule at this level respond better to a "college schedule". That is, high school students attend activities the currently need rather than committing to attend daily on that activity unless it is an enrichment activity such as art, dance, sports, etc. High school students will also participate in STEMS based activities. They will participate in Robotics competitions and field research learning activities.

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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.

All of the academic enrichment activities, youth development activities, and family engagement activities proposed to be offered in the Santa Rosa ACE program are evidence or research based practices. Many of these activities are supported as best practices as identified by afterschool groups such as Beyond School Bells, Afterschool Alliance, TexPost, and other afterschool research organizations including TEA's Texas ACE Blueprint. Specific programs as PAL's (Peer Assisted Leadership), Mindworks, Rebrilliance, Cuidate and Making Proud Choices as well as other specific tutoring and academic practices strategies as PBL and service learning projects will be used to help students reach their academic and youth development goals. Parental engagement activities will utilize various parenting curriculums such as Parents Helping Parents, Parents as Teachers, and other evidence based curriculums.

Post-secondary readiness activities will focus on helping students explore career options both traditional and non-traditional careers. Based on a research conducted by a social work graduate student at Santa Rosa, students responded to a focus group by stating that one of the reasons they did not do well in school was because they had a difficult time connecting what they were learning in school with their future. This research findings were actually shared at a U.S. Department of Education Afterschool Conference in New Orleans. In response to these findings, Santa Rosa ACE has and will continue to offer career exploration activities to help students connect the dots between what they are learning with their possible career choice. These activities will be offered to elementary, middle school, and high school students. The ACE program will work closely with the GEAR-UP coordinator in the school to help leverage great lessons learned and expand activities in the afterschool program that have been proven to be effective for GEAR UP cohorts.

Positive youth development activities will be an integral component of the proposed ACE program at Santa Rosa ISD. Education literature clearly supports the notion that students don't succeed in school not because they can't but rather because they don't believe they can succeed. This self-fulfilling prophecy will be addressed by offering evidence based youth development activities through an afterschool PAL's Program, 40 Developmental Assets, the use of the ReBrilliance curriculum and by offering school social work case management services. Activities such as Girl's Club, Boy's Club, Sports including Soccer, Baseball, Softball, Archery, Kayaking, and low ropes course activities will help develop youth leadership skills and enhance student's self-efficacy.

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.

The ACE program will recruit community volunteers throughout the school year, especially during the Winter Texan months. Volunteers will be required to complete a District Volunteer application and undergo background checks. Social work interns will be recruited through the partnership with UTRGV Social work Department. These interns will commit to providing 500 hours of direct youth service every semester. A total of 6 to 10 interns will be recruited every semester. These social work interns will be assigned to each center to help implement youth development activities and provide individual counseling, crisis counseling, family counseling, and parent/family strengthening sessions. Social work interns will assist the family engagement specialist in delivering a high quality parent engagement/adult literacy program. In addition, parent volunteers will be recruited to help support some of the activities during afterschool. Special volunteer training will be used to help prepare volunteers for their duties.

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

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

While it is difficult for small rural school districts to project funding much less commit funding beyond one year, the Santa Rosa ISD has been able to successfully sustain their afterschool program for two years since their previous cycle 6 funding ended. Currently still operating under a reduced level, the Santa Rosa afterschool program has had the full support of all seven school board trustees and administration as well as that of the community. The school board has allocated over $500,000 of local funds and additional revenues from Federal Program funds to the afterschool program. This history of commitment to sustain the program is a clear indication that the school would continue funding beyond grant funds. It is important to note that the board's decision to sustain the program stems from two key reasons. First and foremost, it has acknowledged the benefits it brings to student academic achievement and to the community. Secondly, in response to student, parent and teacher survey responses to continue funding beyond grant funds, the board has acknowledged that their constituents and staff fully support the program.

For this reason, this application is written with the full support of the school board and with the anticipation of applying for the priority points by including the letters of support by all seven school board members. The board will continue to consider sustaining the program beyond grant funding under the current sustainability plan that includes allocating local funds and leveraging Federal Funds as well as securing other grant funds to supplement the afterschool program. The annual projected timeline is as follow:

- October – other funding sources are contacted to seek funding for afterschool program.
- September – satisfaction surveys are disseminated to students, teachers and parents
- December - Board agenda is placed in December's school board to review survey results and mid-year program evaluation results.
- April – meeting is held with key stakeholders to review initial sustainability plan and proposed afterschool program.
- May – Board agenda is place in regular meeting to request board action on sustaining the program.
- September – based on board's decision in May, afterschool program commences.

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

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

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

The previous Santa Rosa ACE program was successful in sustaining its afterschool program due to several factors. Of these, community involvement was one of the key contributing factors that helped school board members make a favorable decision to continue the program. Other factors included student, teacher, and parent support for the program. The proposed ACE program will utilize these proven efforts to 1) ensure continuous feedback is received to improve the program, 2) to help leverage other resources to enhance the afterschool program, 3) to develop partnerships that support and make available indirect resources and services to students and families, and 4) gives parents and community members an opportunity to be part of the District's afterschool program.

Under this ACE program, an advisory council will be established by leveraging existing parent and community groups. These established groups such as the School Health Advisory Committee, the Campus Improvement Planning Committee, and the Parent Volunteer group will be invited to be part of the Advisory Council. Community members such as city commissioners, county commissioner, and local business owners will also be invited to become part of this important advisory committee. Advisory meetings will be held monthly beginning in September. Possible membership roster may include the following:

Organization/Agency	Member's Name
City of Santa Rosa	Mr. Contreras, City Major
City of Santa Rosa	Mr. Rickford, Commissioner
Cameron County Commissioner's Court	Mr. Gustavo Ruiz, County Commissioner
Santa Rosa ISD	Ms. Theys, Board Trustee
Santa Rosa ISD	Ms. Rickford, Board Trustee
Business Owner	Ms. Cindy Saldivar
Business Owner	To Be Recruited
Parent	To Be Recruited
parent	To Be Recruited
Middle School Student	Senior Class President
Middle School Student	8th Grade Class President
PAL's Campus Leaders	Elementary, Middle School & High School

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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.

Success in the Texas ACE program will be secured by implementing a multi-facet grant management framework. This framework will incorporate all of the Texas Blueprint recommended processes including the "10 Key Tasks for Quality Programming." Specifically the ACE grant management processes will include developing and implementing an ACE Strategic Action Plan. This plan will provide a comprehensive detailed step-by-step plan designed to outline all aspects of the contract requirements and the proposed program design and Logic Model. The project director will lead this process and will include key stake holders including project staff, center staff including principals and lead teachers, family engagement specialist, dean of instruction for each campus, and ACE Advisory Council. The project director will use this instrument to help guide program implementation and monitor its progress toward the stated goals and objectives. Each center site coordinator and project director will meet with each Campus Improvement Planning committee to communicate each aspect of the approved program and integrate each project goal and objective with the CIP's goals and objectives.

Activity Management - this processes will begin with clear understanding of both the grant guidelines as published in the Request for Applications and the approved (negotiated) Notice of Grant Award. These documents will initiate the project implementation and management plan. Upon notification of grant award, the project director will meet with the superintendent and business manager to review the final approved grant. Secondly, an orientation with key district staff to include principals, site coordinators, family engagement specialist, and support administrative staff will take place to communicate and review project goals, roles and responsibilities, and set up program logistics such as schedules and student registration. The Texas Blueprint and Tx21st system will be reviewed so that connection with what the state reporting requirements and contract requirements outlined in the grant are connected and understood by all parties involved. Weekly and monthly site observations will be conducted using Blueprint recommended forms. The district is very familiar with the Tx21st student data system and will use data reports generated to monitor progress.

Budget management - An initial meeting will be held with the business manager and accounting staff to set up each budget line item within each accounting code respectively in 6100, 6200, 6300, and 6400's. The site coordinator, program administrative assistant and project director will have access to the district's accounting system and will be able to review and generate necessary financial reports at any time. Each site coordinator will have its own site budge and will utilize a customized budget tracking system designed by the project director that helps track center expenditures especially in enrichment instructor expenditures. Financial reports will be generated and reviewed by the site coordinator with the project director to ensure that expenditures are on target. On a quarterly basis, the project director will meet with the business manager to review project budget activity and review monthly draw downs. Grant budget along with supplemental budgets such as Title funds will be combined into the center budget to ensure other funds are leveraged to help enhance project activities.

Personnel - The project director will meet with the human resource staff to review staffing needs and initiate the hiring process for the project based on district's personnel policies. A hiring committee will be used to ensure that the most qualified and best suited for the job is hired. A comprehensive training plan will be developed and implemented immediately after staff are hired. Training plan will include 1) program goals and objectives orientation, 2) overview of proposed program design, 3) review of best practices for both enrichment and academic activities, 4) district policies and procedures, 5) ACE student data system (TX21st), 6) personnel evaluation processes, and 7) specific training on subject activity area.

Program evaluation - The external evaluator will be involved in all aspects of the program from the beginning. The evaluator will meet with the project director, center site coordinator staff, family engagement specialist, and principals to review project evaluation design, develop data collection processes and timelines. The project director will work closely throughout the grant year to review process and outcome evaluation results and to communicate with other project staff. Program modifications will be made as necessary to meet student academic goals.

Program Reports – the project director in conjunction with external evaluator will complete and submit semester reports to the superintendent and school board that high lights project progress toward goals to include student numbers, budget updates, and key milestones reached. The ACE Advisory council will participate in this process.

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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: Santa Rosa High School		
9 digit campus ID#	031914001	**Distance to Fiscal Agent (Miles)**	0-Same campus
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:	105
Number of Adults (parent/ legal guardians only) to be served:	30

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

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

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

Center Number: 2	Center Name: Jo Nelson Middle School		
9 digit campus ID#	031914041	**Distance to Fiscal Agent (Miles)**	0-adjacent bldg.
Grade Levels to be served (PK-12)	6-8		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	140
Number of Adults (parent/ legal guardians only) to be served:	50

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

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

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

Center Number: 3	Center Name: Elma E. Barrera Elementary		
9 digit campus ID#	031914101	Distance to Fiscal Agent (Miles)	2 miles
Grade Levels to be served (PK-12)	K-5		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	175
Number of Adults (parent/ legal guardians only) to be served:	60

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

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

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

Center Number: 4	Center Name:		
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: 031-914	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 Santa Rosa ACE program is designed to be an extension of the day time school program. Each campus principal has been deeply involved in the development of this proposed program design and grant application. It therefore represents a project that is customized to meet the individual campus improvement needs as outlined in their respective CIP and is representative of the District's Improvement Plan as well as of the school board's goals and objectives. As a result, each activity proposed in this grant application is a representation of a specific student's academic and support need and one that is highly supported by each campus administrator. This comprehensive inclusion yields an optimal working relationship between ACE project staff and school daytime staff.

At each center, the site coordinator will work closely with the campus dean of instruction and principal in reviewing student academic data using past state standardized exam scores, current and latest benchmark scores, six-weeks grades, and other non-academic variables such as behavior history, attendance, and past retention history. These variables will help this center team in identifying targeted students for the afterschool program. For special needs population, the site coordinator will meet with the campus special education liaison and will review Admissions Dismissal and Review (ARD) individual education plans to ensure that each student's individual needs are met under the afterschool program. At the beginning of each six weeks, the site coordinator will meet with this campus team to help identify and design appropriate academic enrichment activities. Special training may be scheduled to help afterschool teachers align their teaching strategies with that of day time school teachers. Lesson plans and activity plans will be developed using the Texas Blueprint model to ensure each activity is purposeful and intentional to the specific needs of students for that period. This process will ensure that academic services offered during afterschool are congruent with schoolwide programs under ESEA Section 114 and state compensatory education programs under Texas Education Code, 29.081.

Student recruitment at each campus will be guided by assessing student academic performance at each campus. At the elementary, students identified to be in need of academic enrichment will be placed on the invitation list. ACE staff will be invited to attend an afterschool program orientation. Students will be registered at this time using the ACE Student Registration form. Parents will be oriented on the types of services to be offered for their children as well as adult services available for them. The program understands that participation in this afterschool program is driven by parental consent as well as parental support with some parental convincing. This parental engagement will significantly increase student retention. However, each center will identify specific reward systems to include in the afterschool programming. These rewards may include extra time on computer time during such activities as Mindcraft or outdoor activities. Specifically, at the elementary and middle school campus, the ACE Program will utilize a token strategy to retain students. Students will earn "Warrior Bucks" for attendance, participation, and leadership behaviors. These Warrior Bucks can be traded in every month for additional time on their favorite enrichment activity including some small educational prizes that will be purchased by local funds, not ACE funds. At the high school, students will be recruited a little differently since they present a different challenge than elementary and middle schools. Santa Rosa ISD has a positive history of engaging high school students in afterschool during previous funding cycles. In addition, the fact that many of its high school students were ACE students or district funded afterschool program students, students are already familiar with the program and understand the value in participating in it. For those students in need of academic support, ACE staff, social work interns, and campus counselor will visit directly with the student and their parents/guardians to review their current academic standing, identify their needs, and register them for the afterschool activities. This school case management approach will ensure that both the student and their parents are engaged and that a comprehensive individual success plan is developed to guide the student to academic improvement.

Student retention will be enhanced by offering exciting creative and innovative activities that are focused on student's individual needs but also capture the interest and attention of students. The SRISD ACE program will offer an innovative afterschool program that is based on project based learning strategies, service learning projects, experiential learning opportunities, and creative programming that use STEMS (STEAMS), marine science and wildlife science activities, art, music, archery, sports, gaming (mindcraft), and other high interest youth activities.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-914	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.

Each of the campus (centers) will operate before school, afterschool, and on occasion during non-school hours (weekends and holidays) for special youth activities. In all centers, ACE activities will be offered Monday thru Thursday from when the bell rings at the end of the school day until 5:30 p.m. This schedule will ensure that students get home before dark during winter months. At the Elementary campus students will begin afterschool program starting at 3:10 for grades kinder thru 2nd grade. Afterschool program for 3rd, 4th and 5th grade will start at 3:40 p.m. Before school activities will be offered in all three centers. These services will begin at 7:00 a.m. and end at 8:00 a.m. These services will be offered Monday thru Friday. All three ACE centers will offer services stating the week of September 5th thru the week of July 12th for a total of 35 weeks including 6 weeks of summer programming.

The ACE core team will consist of a project director, three site coordinators, a family engagement specialist, three program assistants, one administrative assistant, and one social worker. The core ACE team will be salaried full time employees and will follow the district's school calendar with added work days during the summer to cover the summer ACE program. Work schedules for the core staff will be for 212 days Monday thru Friday from 9:00 a.m. until 6:00 p.m. However, there may be times that staff will be required to work beyond these work schedules depending on program and special activities.

Each campus (center) will make available suitable office space and equip each office with internal district communications and networks for ACE staff to properly implement and meet all program requirements. The ACE staff will be part of each campus staff. Supervision of center staff will be primarily the responsibility of the ACE project director but each campus principal will share this responsibility. This shared supervisory responsibility will not only follow site based decision making it will also ensure the ACE team, and program, are an integral part of the campus team and program rather than a "step-child" program.

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.

One of the key objectives of offering an afterschool program is to provide a safe haven for youth during afterschool hours. In order to ensure the safety of each student participating in the ACE program, specific program policies and procedures will be developed that include existing school policies and procedures. All ACE staff will be trained during orientation of these ACE policies and procedures. At a minimum, and in respect to safety, the policies and procedures handbook will include the following.

- Campus/center preparation – the ACE director and center site coordinator in coordination with the district's facility maintenance director will conduct a facility safety self-assessment as outlined in the Texas Blueprint. Facility repairs and other necessary actions identified to be needed will be requested immediately.
- Participation of each student in the ACE program will require parental consent by complete and signing a student registration form at the beginning of each semester (fall, spring, and summer). At a minimum, the student registration form will include information on family address, contact information including emergency contact numbers, names of individuals approved for student pick-up to include court order restrictions, bus route information, medical/allergy information, media release consent, and any other pertinent information necessary for safety of the child.
- Students participating in the ACE program will be required to sign-in at the beginning and will have to be signed out by an approved adult if the child leaves the program during program hours. A complete student roster will be maintained daily by each site coordinator. The roster generated by Tx21st student system will include name of student and activities student is enrolled in for the semester or period. At the middle school and high school, parents will be notified after the second absence of ACE program activity to ensure parents are aware their child has not been staying in the program. This practice will eliminate any student using participation in the ACE program as an excuse for not going home afterschool and hanging out with friends in the community unsupervised.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-914	Amendment # (for amendments only):

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

All of the activities offered under the Santa Rosa ACE program have been selected to meet a specific need identified in the comprehensive needs assessment. Furthermore, activities offered will be aligned not only in the school day but also connected to the campus improvement plan. Each activity will meet one or more of the goals and objectives of each campus's campus improvement plan. As mentioned before, the site coordinator will work closely with each campus dean of instruction, core subject department heads, counselor, and principal to not only identified students needing additional academic support but also to identify areas of need. Students targeted to participate in the ACE program are those that have an academic need. Bench mark results, past State standardized exam results, and six week grades will be used to identify students needing additional academic support. Once these students are identified, the site coordinator, parental engagement specialist and social worker will work with the campus counselor to begin developing an ACE success plan for each student. Utilizing a school social work case management process, the ACE program will be able to design and develop individual customized plans for each student targeted for ACE program participation.

The Santa Rosa ACE program will utilize all forms and processes outlined in the Texas Blueprint to ensure that each activity is developed with a purpose and with intention of meeting an academic need of the students. The site coordinator will work jointly with the dean of instruction in each campus to review student's individual academic records and develop specific interventions based on student data. Student's ACE success plan will be developed with specific TEKS objectives in mind. Student day time teachers will be hired to facilitate ACE afterschool academic enrichment activities. This hiring practice will ensure that each afterschool academic enrichment activity is aligned with what the teacher is teaching in the day time. Furthermore, since the teacher already has a working relationship with each student and therefore understands the specific needs of each student, activities offered in the afterschool will specifically be focused on meeting the students specific needs rather than wasting time in assessing and developing working relationships with students by other teachers. In order to offer quality academic services that are effective, the ACE program will provide teacher training in new and proven strategies used in afterschool programs. This will eliminate the possibility of teachers "doing the same thing as they did in the day time expecting different results". The ACE program will provide a program orientation during in-service at the beginning of the year along with training on after-school strategies that include the 80/20 teaching strategy rule. This is 80 percent of the afterschool lesson should be hand-on experiential learning strategies and only 20 percent should be traditional didactic teaching such as lecture, etc. Teachers will be trained in such proven strategies as project based learning, product outcome learning, and service learning projects.

Teachers working with elementary students and middle school students will also utilize MindWorks activities. These activities are TEKS aligned and meet the 80/20 rule. They have been proven to be effective not only in teaching or re-teaching TEKS objectives students had difficulty mastering but also have kept student engaged in each lesson. In addition, since MindWorks provide teacher lessons and all supplies and materials needed for the lesson, teachers will not need to waste time planning and designing afterschool academic lessons. High schools ACE students will participate in a little more different afterschool activity. Experience has taught us that students in high school prefer a college schedule over a prescriptive schedule. This means that high school students will be recruited to participate in the ACE program using an interest approach. This interest approach helps students make decisions about what they want to accomplish. This Goal Setting approach has helped students identify their needs and make necessary commitments to stay afterschool for academic support. Based on previous student service satisfaction surveys conducted, high school students identified three key things they valued from ACE programs. These included 1) having access to computers, internet, and work space to do research and do school work during before school and afterschool, 2) having teachers available afterschool to tutor or review subject matter they did not comprehend during the day time, and 3) having opportunities to learn subject matter in a different way other than how it was being presented during the day time. This opportunity to be creative and teach differently was also coincidentally what teachers liked about working in the afterschool program. This win-win opportunity in ACE will ensure that all academic enrichment activities are aligned with daytime and meet student needs.

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

    All activities and services offered under the SR ACE program will be specifically designed to address student's individual needs and positively impact 1) academic improvement, 2) attendance, 3) promotions, and 4) graduation rates. The ACE program will accomplish these intended outcomes by offering meaningful academic enrichment activities to students identified in needing this additional academic support. The SR ACE program will use a STEMS or STEAMS based afterschool program model. Activities from Mindworks and other afterschool curriculums will be used to help reinforce TEKS objectives the students may me having difficulty mastering. Other activities will include marine science and wildlife science programs developed by the Texas Parks and Wildlife Department. These TEKS aligned lessons and enhancement from the UTRGV Marine Science, TSTC NASA Challenger Program, STEMS Alumni, and STEMS Underwater Robotics, UTRGV Robotics & Science Fair program will not only engage the students but also retain their interest throughout the school year.

    The ACE program will also offer additional services designed to meet the socio-emotional needs of students. Youth development research clearly suggests that students do not succeed in school not because they cannot but rather because they believe they cannot succeed. This self-fulfilling prophecy is what the ACE youth development program will address. The ACE program will offer youth leadership activities through sports, archery, arts, drama, dance, and music. The district's band program will provide special music activities such as violin, guitar, and other activities identified by students. Students will be surveyed on what activities they would like for the ACE program to offer. Surveys will be done at the beginning of the Fall semester and before the end of the Spring and Summer semester. Enrolled students will be assigned to specific activities designed to help them with their academic and support needs. Each activity lesson plan will be developed using the Texas Blueprint activity lesson template with the student's developmental needs in mind both academic developmental needs as well as socio-emotional needs.

    For those students beyond the "bubble students" who are at high risk of academic failure and of dropping out will be referred to the school ACE social worker. The social worker with the help of social work interns will case manage each case and develop an ACE success plan. The Family Engagement Specialist will work with the ACE site coordinator and campus staff to help develop an ACE success plan for these students. The ACE program will utilize the School social work case management model, an evidence based practice, to help assess student's needs and develop an intervention plan. Parent participation will be solicited to give the student the best chance of success by engaging the family's strengths and resources to help the student. Many student's risk of failure in school is often connected to situations at home. Beyond making sure that student's academic needs are being met using specific strategies to reach student success, the ACE program will use adaptable responses to students individual needs. This includes ACE staff case working each student to ensure that advocacy, support, family engagement, and monitoring take place throughout the course of the students' academic journey.

    Students will have the opportunity to participate in various youth development activities designed to increase self-efficacy, increase youth leadership skills, and increase self-awareness of their individual strengths and goals. The ACE program will utilize evidence based programs and curriculums such as the PALS program, ReBrilliance, 40 Developmental Assets, and two teen pregnancy prevention curriculums - *Cuidate* and Making Proud Choices. Career exploration activities in traditional and non-traditional areas will be offered to expand student's awareness of what is available for them beyond high school. This will help students explore career choices beyond the student's imagination. ACE staff will offer goal setting activities through the ReBrilliance program. Partnerships with UTRGV STEMS, State Audubon Society, Texas A&M Teen pregnancy prevention programs, and others will help students expand their knowledge and understanding of what is available. This in turn will help them connect the dots between what they are currently studying in school with their future. In addition, the ACE program budget will be supplemented with other funds. The District has been able to secure additional funds from the Juvenile Justice Division, the national teen pregnancy prevention funds, and the local university's social work department as well as partnerships with the Methodist Ministries through their non-profit program on health and wellness. These great partnerships will give the ACE program an advantage in helping expand the services offered through the ACE program beyond what is being requested.

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

The Santa Rosa ACE program clearly understands that success in helping at-risk students involves the support of many including and especially the student's family. It is for this reason that the ACE program will have an active and specialized family engagement service available to all families of students who participate in the ACE program. The school district will hire a full time family engagement specialist with school social work credentials and experience. The skills and knowledge these professionals bring to the table is extremely valuable in developing a successful family engagement program. The roles of the family engagement specialist will include 1) supporting project director and campus principals in working toward their respective goals in engaging parents with their children's education, 2) supporting site coordinators in implementing a successful youth centered program by coordinating parent/family activities and engaging parents, and 3) offering individual counseling, family counseling, support groups, crisis counseling, and advocacy and referral services to help families meet their needs. In addition to the socio-emotional support and under the advocacy and referral services, the family engagement specialist will help families increase their literacy skills through referral services to organizations that offer these literacy services. This will ensure that services are not duplicated rather enhanced. A key role the family engagement specialist will have in the ACE program is providing support services for the students participating in the ACE program by actively engaging their parents in his/her education. The SR ACE program understands that working families are doing the best they can with what they know. The goal of the family engagement program in ACE is to help increase the knowledge and skills of parents on how to support their children in education and in life. For this reason, the family engagement specialist will coordinate and facilitate with the help of social work interns and other agency partnerships family strengthening sessions and family support groups. The ACE social worker will assist with this activity as well will the social work interns assigned to work with ACE. Evidence based programs such as the Parents Helping Parents, Active Parenting, Family Talks, and other family curriculums will be used to help increase parent's parenting skills and knowledge.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE program will offer a dynamic family engagement service that will be coordinated by the full time family engagement specialist funded by this grant. Although this application has three centers, the District firmly believes that a full time family engagement position will greatly enhance the services offered to families of students participating in the ACE program. The project director will directly supervise the family engagement specialist and will be an integral team member in the ACE program. Family participants will be recruited at the point of contact when students are registered to participate in the ACE program. Parent registration forms will be completed by each parent whose child is enrolled in the ACE program. During registration, parents will be able to sign-up for a series of services including but not limited to, family strengthening classes, homework assistance training, parent volunteer training, literacy (ESL) classes, citizenship classes, and other family focused services. The family engagement specialist will have a central office located in the high school but will have working space with each of the center's ACE program offices. The family engagement specialist will have its own budget to ensure that all goals and objectives as outlined in the Logic Model are accomplished without concern about funding these valuable activities. In addition, the Family Engagement Specialist will be assigned social work interns and will be assisted by the ACE social worker and other district teams to facilitate an effective and comprehensive family service program. The ACE director, a licensed master level social worker has extensive experience developing and implementing family service programs especially parental engagement programs in schools and in the community. These resources will ensure that the Family Engagement Specialist have the necessary support and guidance to succeed in implementing the proposed family engagement services.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-914	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.

All activities offered by the Family Engagement Services will be outlined in the ACE Strategic Action Plan and the ACE Logic Model developed for this grant. To insure that any and all services offered by the family engagement services are aligned with the campus and district's needs assessment, all family services and activities will be added to each Campus Improvement Plan and to the District Improvement Plan. While family engagement services will be included in the 21st CCLC grant application budget, the District will leverage Federal Funds to help supplement family services. Furthermore, the family engagement specialist will work in partnership with the District's Federal Programs, GEAR-UP, Juvenile Justice Intervention Grant, Social Work Interns, GET Fit parent services program, and other campus parental involvement services. This cooperative partnership will ensure that a higher quality service is offered to parents.

Family engagement activities will consist of three types, family literacy, family strengthening, and family advocacy. These services are based out of the school social work model and are designed to help parents and adult family members of students attending the ACE program by increasing their knowledge and skills on how to support their child's education and life goals. Below is a description of each activity.

- Family literacy activities are services designed to help parents increase basic education skills such as ESL classes, citizenship classes, homework help strategies by subject and grade level, job readiness activities including GED, job interviewing, resume writing, and other education oriented activities designed to increase knowledge and skills of parents. Family engagement specialist will coordinate GED and ESL services with community resources so that duplication of services does not occur.
- Family Strengthening activities are a series of services aimed at helping parents and families improve family functioning such as communication, parenting, support, effective discipline , etc. Evidence based curriculums such as Parents Helping Parents, Family Talk, 7 Habits of Highly Effective Families, and other curriculums will be used to help parents increase their knowledge and skills. In addition, support group sessions will be offered to give parents an opportunity to receive peer support in dealing with family issues facing them. This family support group sessions will be facilitated both by the Family Engagement Specialist and a team of social work interns recruited to intern at Santa Rosa. Therefore, it is important to note that many of these family services will be provided with the help of these graduate and undergraduate social work interns. The ACE Project director's credentials of Licensed Master Social Worker has recruited over 40 social work interns and will continue to recruit and supervise these valuable resources. In addition, the Family Engagement Specialist will work in partnership with the United Methodist Ministries Charity Organization which offers an array of parenting classes and training.
- Family Advocacy services are services designed to help parents advocate for their children's needs including education. The Family Engagement Specialist, a professional social worker, will provide family case management services that include advocacy and referral services in addition to family counseling and crisis intervention. These services are designed to help parents develop the necessary skills to support their children's education and provide support for their college and career path.

Family engagement services will be offered during school hours and during non-school hours including during the early evening and at times during weekends for special events such as District Parental Involvement Conferences, family symposiums, and other related family events. The goal of the overall family engagement service offered by the ACE program will be to enhance the District's parental involvement program through specific intentional services and activities aimed at strengthening families which will result in student academic success.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 031-914		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: 031-914		Amendment number (for amendments only):		

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

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

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 031-914		Amendment number (for amendments only):	

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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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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County-District Number or Vendor ID: 031-914	Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation
County-District Number or Vendor ID: 031-914	Amendment number (for amendments only)

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

Total Nonprofit Schools within Boundary

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

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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: 031-914	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	