Texas Education Agency

Standard Application System (SAS)

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

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here. *[date stamp: Document Control Center Grants Administration / Received Texas Education Agency / 2016 MAR 29 PM 3: 22]*
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Pro-Vision Academy	**101868**		**NA**
Vendor ID #	ESC Region #		DUNS #
1-205490040-5	**4 (IV)**		**05-351-2923**

Mailing address	City	State	ZIP Code
4590 Wilmington	**Houston**	**TX**	**77051**

Primary Contact

First name	M.I.	Last name	Title
Carrie		**Tate**	**Superintendent**
Telephone #	Email address		FAX #
713-748-0030	**ctate@provision-inc.org**		**713-748-0037**

Secondary Contact

First name	M.I.	Last name	Title
Samantha		**Williams**	**Chief Financial Officer**
Telephone #	Email address		FAX #
713-748-0030	**swilliams@provision-inc.org**		**713-748-0037**

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
Carrie		**Tate**	**Superintendent**
Telephone #	Email address	FAX #	
713-748-0030	**ctate@provision-inc.org**	**713-748-0037**	

Signature (blue ink preferred)   Date signed

[signature]   **3/27/16**

Only the legally responsible party may sign this application.

701-16-102-115

Schedule #1—General Information (cont.)	
County-district number or vendor ID: **101868**	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): **NA**	End date (MM/DD): **NA**
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐ **NA**	No: ☐ **NA**

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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: **101868**	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 <u>General and Fiscal Guidelines</u>, 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 <u>General and Fiscal Guidelines</u>.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
☒	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **101868**	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 school wide 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 #5—Program Executive Summary	
County-district number or vendor ID: **101868**	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.

Community Overview and Need for the Program: The community that **Pro-Vision Academy** serves is known as Sunnyside, the oldest African American community in southeast Houston. Sunnyside residents experience severe economic distress and high crime rates, including drug usage and trafficking. The community also has the highest concentration of sex offenders of any zip code without facilities to house registered sex offenders. The median household income is under $14,000, compared to the City of Houston's median of over $27,000. Over 40% of Sunnyside residents live below the poverty line. Most students come from single-parent families, live in substandard housing, and lack access to adequate health care. Historically, 90% of Pro-Vision's students were 2-3 grade levels behind their peers academically when they enrolled at the existing campus. Originally opened as a single-sex, male-only charter school in Houston ISD in 1995 and now a Generation 17 Texas Charter School, Pro-Vision added young women in the fall of 2013 to broaden its ability to address the needs of young people who are underserved by society and are at risk of dropping out of school. The current student body is 81% African American, 18% Hispanic, and 1% Anglo. Over 94% are economically disadvantaged, and 75.8% are considered at-risk. Pro-Vision draws students from over 30 area schools, including several recently rated as "Improvement Required."

Program to be Implemented: Pro-Vision Academy is jointly submitting this application with the **Manhood Development Program**, a nonprofit organization that works with at-risk young men ages 11-18 to provide structure, direction, and mentorship in a culturally sensitive way. (Young women are also served through the Chrysalis Program.) Manhood Development's programs offer career development and community service in an atmosphere of organized fraternal relationships. At least one Manhood Development staff member will serve on the **Changing Hearts & Minds Advisory Council.** Pro-Vision will operate a 35-week program (12 hours per week for 29 weeks in the Fall and Spring, combined, and 16 hours a week for 6 weeks in the summer) on its urban school campus for a total of 444 additional hours of programming. The program will exemplify the tenets and spirit of the Texas ACE program and will comply with all regulations, guidelines, structures, and reporting requirements therein. Of special note, Pro-Vision will utilize its **campus-based urban farm** for program activities.

Program Purpose and Goals: Pro-Vision Academy will use 21st Century funding to improve student achievement in math and reading/language arts; improve student behavior and attendance; and increase parent involvement in academic activities.

New and Expanded Services: 21st CCLC funding will allow Pro-Vision Academy to provide valuable and meaningfully engaging academic assistance, enrichment, family engagement, and career and workforce readiness activities to an estimated **195 students and 60 parents** beyond the school day. By providing an additional 444 hours of programming per year, this funding will afford low-income, high-need students the opportunity to experience intensive academic assistance and targeted interventions, creative academic enrichment activities, physical education and recreational opportunities, and a wide variety of high-interest, student-selected activities that will supplement and support their regular academic school-day curriculum.

Budget Development Process: The budget for Pro-Vision Academy was developed by the Executive Team, led by the Chief Executive Officer and Superintendent with input from the School Principal and the approval of Pro-Vision's Chief Financial Officer. The Executive Team met six times during the Spring of 2016 to determine funding needs based on its campus improvement plan, current district and school funding sources, student achievement gaps, campus needs and assets, and current parent involvement levels.

Relationship of District Demographics to Grant Goals and Purposes: The Project Planning Team reviewed current demographics of each campus in order to ensure a fit with grant goals and purposes. Pro-Vision is a schoolwide Title I campus and serve a high percentage of students from low-income families. Pro-Vision serves a majority-minority population (89.9% African American; 9.6% Hispanic)—one traditional underserved by public education and underrepresented in institutions of higher education. This population is most in need of *improved student academic*

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: **101868**	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.

achievement and support for social skill and self-efficacy development. Implementing the program in this inner-city location meets the purpose of this grant, which is to create community learning centers that provide academic enrichment opportunities for students who attend high-need, high-poverty, low-performing schools so they can meet state and local student standards in core academic subjects.

Needs Assessment Process Design, Efficacy, and Updates: Pro-Vision's Executive Team, led by the Chief Executive Officer and Superintendent, annually assess district need and update the assessment process as new data and test results become available. This team leaders also includes the Chief Financial Officer, the Executive Director of Programs, the Dean of Student Affairs, the Dean of Curriculum, and the Pro-Vision Academy Principal. The CEO and the Board determine the efficacy of the process, and the Superintendent works with the rest of the Executive Team to determine when and how the process needs to be updated or changed. Each year, the Principal and Dean of Curriculum also complete a campus needs assessment and improvement plan, which is used to drive allocation and coordination of curriculum, financial, physical/facilities, technology, and human resources.

The Superintendent, supported by the Executive Director of Programs, led the planning process that assessed district and campus need for the 21st CCLC program, to be known as **Changing Hearts & Minds (Pro-Vision Learners' Afterschool Center for Education)**. Upon notice of funding, Pro-Vision's Dean of Curriculum will administer parent and student voice and choice instruments (interest-based surveys) that will add data to the campus needs assessment. This input will determine the types of high-interest programs and activities to be offered at the Pro-Vision campus, which will support regular participation and attendance by the 195 targeted students and their families.

High-quality Grant Management Plan: The Superintendent will oversee implementation of **Changing Hearts & Minds** through direct supervision of the Cycle 9 21st CCLC Project Director. The Project Director, in turn, will oversee the activities of the Family Engagement Specialist. Together, these positions make up the Project Management Team. In addition, the **Changing Hearts & Minds** Advisory Council will include the Project Director, one school leader (Principal or Assistant Principal), one representative from the project partner (Manhood Development Program), at least one parent, one teacher, and one student, as well as other positions appointed by the Superintendent.

Program Evaluation Methods: Pro-Vision Academy' Project Management Team, together with the external independent Project Evaluator, will use qualitative and quantitative data methods and analysis (see **Schedule #15**) to gather and analyze data, make informed decisions on program efficacy, and guide progress measurement and program adjustment. During the project period, the team will consider data from test scores, enrollment, attendance, and participant feedback, as well as student voice and choice instruments and school leader recommendations. The Project Evaluator will assist the Project Director in completing all reports as required by TEA.

Response to All Statutory and TEA Requirements: The signature of the CEO on page 1 and the responses in each section ensure that Pro-Vision Academy has completely and accurately answered all statutory and TEA requirements for this Texas 21st CCLC grant. Prior to submission, this grant was carefully reviewed by the Superintendent and the Chief Financial Officer. Pro-Vision Academy is committed to achieving the goals and purpose of this 21st CCLC program and will complete all trainings, reports, reviews, checklists, surveys, and other requirements as established by the Texas Education Agency.

Conclusion: Through the cooperation and coordination of the Pro-Vision Executive Team (named above) and the support of the Board of Directors (as indicated in their attached letter of commitment to sustainability efforts), the Project Director will ensure that funding from local, state, federal, and private funding is committed to the program after grant funding terminates. The Project Management Team and the **Changing Hearts & Minds** Advisory Council will addresses issues of coordinated funding and sustainability at least quarterly during their regularly scheduled meetings and at monthly grants management meetings.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **101868**	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	**$245,801**	**$0**	**$245,801**
Schedule #8	Professional and Contracted Services (6200)	6200	**$65,000**	**$5,000**	**$70,000**
Schedule #9	Supplies and Materials (6300)	6300	**$59,274**	**$0**	**$59,274**
Schedule #10	Other Operating Costs (6400)	6400	**$29,000**	**$0**	**$29,000**
Schedule #11	Capital Outlay (6600)	6600	**$0**	**$0**	**$0**
	Consolidate Administrative Funds			X Yes ☐ No	
Total direct costs:			**$399,075**	**$5,000**	**$404,075**
3.813% indirect costs (see note):			**N/A**	**$191**	**$2,497**
Grand total of budgeted costs (add all entries in each column):			**$399,075**	**$5,191**	**$404,266**

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

Administrative Cost Calculation	
Enter the total grant amount requested:	**$404,266**
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:	**$20,213**

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: **101868**			Amendment # (for amendments only):	
	Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director (required)			$60,000
5	Site coordinator (required) – NA, single site			$
6	Family engagement specialist (required)			$55,000
7	Secretary/administrative assistant			$
8	Data entry clerk			$
9	Grant accountant/bookkeeper			$
10	Evaluator/evaluation specialist			$
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Title			$
20	Title			$
21	Title			$
22		Subtotal employee costs:		$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$
24	6119	Professional staff extra-duty pay		$93,240
25	6121	Support staff extra-duty pay		$5,500
26	6140	Employee benefits		$32,061
27	61XX	Tuition remission (IHEs only)		$
28		Subtotal substitute, extra-duty, benefits costs		$130,801
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$245,801**

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: **101868**	Amendment # (for amendments only):

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

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

Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	Required site-level program evaluation	$5,000
2	Additional student and parent/family counseling	$25,000
3	Harris County Department of Education educational programming and support	$20,000
4	Texas Southern University – Forensic science and other academic enrichment	$7,500
5	Manhood Development and Chrysalis Club	$4,500
6	Additional contracted services to be determined after student/parent voice and choice survey	$8,000
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$70,000
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$0
	(Sum of lines a, b, and c) Grand total	**$70,000**

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

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: **101868**	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$59,274
	Grand total:	**$59,274**

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: **101868**	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
Subtotal other operating costs requiring specific approval:		$
	Remaining 6400—Other operating costs that do not require specific approval:	$29,000*
	Grand total:	**$29,000**

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.

* Travel for all full-time staff to trainings, meetings, and conferences; bus transportation for students and parents to project activities occurring off-site (ex: college visits, service learning projects, etc.).

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	Schedule #11—Capital Outlay (6600)			
County-District Number or Vendor ID: **101868**			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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Schedule #12—Demographics and Participants to Be Served with Grant Funds		
County-district number or vendor ID: **101868**		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:			356 (2014-15 TAPR District Report)	
Category	Number	Percentage	Category	Percentage
African American	320	89.9%	Attendance rate	91.9%
Hispanic	34	9.6%	Annual dropout rate (Gr 9-12)	0.6%
White	1	0.3%	Students taking the ACT and/or SAT	0.0%
Asian	0	0.0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	335	94.1%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	4 (ELL)	1.1% (ELL)	Students classified as "at risk" per Texas Education Code §29.081(d)	75.8%
Disciplinary placements	0	0.0%		

Comments

Pro-Vision Academy serves a low-income, high-need, severely at-risk population. More than 94% of the student body is low-income as compared with 58.8% statewide, and over 75% of the population is considered at-risk as compared with the state's 51.2%. **Students are typically performing 2-3 grade levels below their enrolled grade when they first enroll at Pro-Vision, which is evidenced in the low rates of passing for STAAR at all grades and subjects.** In addition, student mobility is high at 30.2%, and **student attendance is low at 91.9%** as compared with the state's 95.9%. The data on disciplinary placements disguises Pro-Vision's need for programs that improve social skills, self-control, and self-efficacy. All discipline is managed on campus, yet programming that will help improve student skill and school climate is much needed. **Due to many social, economic, and educational challenges, Pro-Vision had NO college- and career-ready graduates in 2014, and only 25% were considered college-ready in English/Language Arts and 8% in Math.**

These challenges also lead to high staff turnover. In 2014-15, 38.9% of Pro-Vision Academy teachers (9.2 staff) are first year (beginning) teachers (average salary $42,788), and a total of 83% of all teachers had less than 5 years of experience.

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

Category	Number	Percentage	Category	Number	Percentage
African American	21.6	91.5%	No degree	0.0	0.0%
Hispanic	0.0	0.0%	Bachelor's degree	20.5	86.8%
White	2.0	8.5%	Master's degree	3.1	13.2%
Asian	0.0	0.0%	Doctorate	0.0	0.0%
1-5 years exp.	10.4	44.1%	Avg. salary, 1-5 years exp.	$43,105	NA
6-10 years exp.	2.0	8.5%	Avg. salary, 6-10 years exp.	$46,997	NA
11-20 years exp.	1.0	4.2%	Avg. salary, 11-20 years exp.	$40,000*	NA
Over 20 years exp.	1.0	4.2%	Avg. salary, over 20 years exp.	$38,000*	NA

* Yes, this data is correct.

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

County-district number or vendor ID: **101868**	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-enrollment charter school	0	0	0	0	0	0	10	25	30	30	30	25	25	20	195
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	10	25	30	30	30	25	25	20	195

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Schedule #13—Needs Assessment	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent, supported by the Executive Director of Programs, led the planning process that assessed district and campus need for the 21st CCLC program, to be known as **Changing Hearts & Minds (Pro-Vision Learners' Afterschool Center for Education).** These staff, together with the Principal of Pro-Vision Academy and selected lead teachers met six times during the Spring of 2016 and consulted with district data personnel for the latest, most up-to-date demographics, socio-economic data, test results, current funding sources, student achievement gaps, campus needs and assets, and current parent involvement levels to ensure that planning for this initiative reflected the needs of Pro-Vision Academy's at-risk students, their parents, families, and teachers. The number of economically disadvantaged students in the district is significant, and the majority of these students require additional instruction and an early start to catch up academically.

This comprehensive needs assessment process included a review of the following: STAAR and EOC test scores; Public Education Information Management System (PEIMS); TAPR data regarding special populations; Internal review of current academic program, gaps, and needs; Internal review of available funding sources; Informal review of inventory (instructional supplies and materials, hardware/software, books and reading materials, etc.); Local demographic data, socio-economic status; Informal interviews with students, parents and business/community partners; and Informal interviews with school leaders, teachers, district and campus support staff. Based on careful examination of student-, school-, and program-level data, the following needs emerged as highest priority:

- **ACADEMICS:** Pro-Vision students are typically performing 2-3 grade levels below their enrolled grade, which is evidenced in the low rates of passing for STAAR at all grades and subjects. In addition, student mobility is high at 30.2%, and **student attendance is low at 91.9%** as compared with the state's 95.9%. 80.8% of all Pro-Vision Academy students are economically disadvantaged, with little or no additional resources for academic assistance or enrichment activities outside of those available during or after school. **Student academic performance in in all tested K-8 subjects lags that of Region 4 (as well as the state) by significant gaps:**

Student Achievement Indicator	District/CMO	Region 4	State
Grade 5 Reading	58%	86%	87%
Grade 6 Reading	18%	77%	77%
Grade 7 Reading	35%	77%	76%
Grade 7 Writing	22%	73%	73%
Grade 8 Reading	45%	89%	88%
English I EOC	31%	70%	71%
English II ECO	16%	71%	72%

- **BEHAVIOR/DISCIPLINE:** The data on disciplinary placements (0.0%) disguises Pro-Vision's need for programs that improve social skills, self-control, and self-efficacy. All discipline is managed on campus, yet programming that will help improve student skill and overall school climate is much needed;
- **COLLEGE/CAREER READINESS:** Due to many social, economic, and educational challenges, Pro-Vision had **NO college- and career-ready graduates in 2014,** and only 25% were considered college-ready in English/Language Arts and 8% in Math.
- **STAFF TRAINING AND SUPPORT:** Staff turnover is high. In 2014-15, a total of 83% of all teachers had less than 5 years of experience, meaning Pro-Vision will need to contract with outside providers to offer a complete slate of enrichment and other activities beyond teacher-led remediation and academic assistance; and
- **PARENT/FAMILY INVOLVEMENT:** Pro-Vision's current slate of family engagement activities are not sufficient to encourage consistent parent involvement in academic programs; and most importantly—

The needs assessment process yielded the following five core needs to be addressed with 21st Century Community Learning Centers funding: **1)** Improve Academic Performance in Mathematics; **2)** Improve Academic Performance in Reading/Language Arts; **3)** Improve Student Behavior; **4)** Improve Student Attendance; and **5)** Increase Parent Involvement in Academic Activities.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	**Improve Academic Performance in Mathematics**	• Analyze student achievement data weekly (ex: skills checks), and monthly (STAAR, benchmarks, progress reports, grades, etc.), noting struggling students • Target, recruit, and enroll students most in need of academic support • Plan, implement, and evaluate content-specific tutorials and as appropriate to each grade level • Provide academic assistance activities appropriate to all achievement levels (remediation, acceleration, GT, etc.) • Provide time for individual and small group homework help • Offer STAAR test prep • Provide opportunities to learn and integrate project-based learning into activities • Make interdisciplinary connections between and among academic courses (ex: STEM) • Provide opportunities to engage in authentic learning opportunities that also build college and workforce readiness skills • Support teaching staff in implementing engaging, high-interest activities • Acknowledge and celebrate student achievement gains
2.	**Improve Academic Performance in Reading/Language Arts**	See above
3.	**Improve Student Behavior**	• Review disciplinary tracking data at least monthly to identify students in need of behavior improvement and related programs • Flag other disciplinary incidents as they arise and use the situation to encourage students and parents to participate in **Changing Hearts & Minds** • Offer peer mediation, counseling, and other student supports/referrals (contracted svc.) • Ensure activities incorporate team-building, flexible grouping, character education, and individual self-expression wherever possible • Specifically address with parents how students can identify and overcome barriers to self-discipline, self-control, academic focus, and academic improvement • Acknowledge and celebrate improved behavior
4.	**Improve Targeted Students' Attendance**	• Solicit student voice and choice to ensure program attractiveness • Offer an enticing array of 21st CCLC academic enrichment, sports/recreation, art/music, cultural/social, and service-learning activities that encourage attendance at school and in the program • Offer materials and activities through the family resource center to help parents support student goal-setting, academic improvement, social skills, and attendance • Acknowledge and celebrate improved student attendance at both school-day and after-school programs
5.	**Increase Parent Involvement in Academic Activities**	• Solicit parent voice and choice to ensure program attractiveness • Offer parent engagement/learning opportunities that encourage parent support for student learning, including "learn at home" activities for working families • Offer an enticing array of meaningful parent involvement activities that build parent understanding, skill, and confidence to participate in and support academic programs • Offer materials and activities through the parent/family resource center to help parents support academic improvement

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Schedule #14—Management Plan

County-district number or vendor ID: **101868**	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—ALL ALIGNED WITH TEXAS ACE
1.	**Project Director (PD)** *Single site; no Site Coord. required*	Bachelor's in education or related field required; Master's preferred; strong written and verbal communication, public relations, and interpersonal skills; strong organization and time management; proficient in Microsoft Office; at least two years experience in an educational setting; competence in program development, marketing, implementation, and evaluation supervisory and fiscal/budget management, data reporting, and management information systems experience; ability to maintain positive working relationships with the public and frontline staff; knowledge of community resources
2.	**Family Engagement Specialist (FES)**	Bachelor's in education or related field required; strong communication and interpersonal skills; familiar with the community and support agencies; adaptable to meet needs of program families; able to work flexible hours to accommodate program schedule; experience working with at-risk, high-needs students and low-income families in educational or family support service setting; experience with families from diverse cultures and backgrounds
3.	**Evaluator**	Experience in longitudinal qualitative and quantitative data collection, analysis, and reporting; knowledge of educational programming and statistics. Experience evaluating multi-year state/fed grants preferred.
4.	**Program Instructors**	**Teachers:** Bachelor's degree in education or related field as appropriate to their content area; at least one year of exemplary K-12 teaching experience. **Contractors:** K-12 teaching experience in a school, community organization, or related service provider preferred.

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

#	Objective		Milestone	Begin Activity	End Activity
1.	70% of targeted students improve math achievement	1.	All at-risk, high-need students identified, recruited	08/01/16	05/31/17
		2.	PD communicates with all parents of these students	08/01/16	07/15/17
		3.	At least 75% of students enrolled are highest need	08/15/16	07/15/17
		4.	At least 90% of targeted st attend 45+ days	09/06/16	07/15/17
		5.	Objective achieved as stated.	01/01/17	07/31/17
2.	70% of targeted students improve R/LA achievement	1.	All at-risk, high-need students identified, recruited	08/01/16	05/31/17
		2.	PD communicates with all parents of these st.	08/01/16	07/15/17
		3.	At least 75% of students enrolled are highest need	08/15/16	07/15/17
		4.	At least 90% of targeted st attend 45+ days	09/06/16	07/15/17
		5.	Objective achieved as stated.	01/01/17	07/31/17
3.	70% of targeted students improve attendance	1.	All at-risk, high-need students identified, recruited	08/01/16	05/31/17
		2.	PD communicates with all parents of these st.	08/01/16	07/15/17
		3.	PD monitors school-day attendance for all st. ident.	09/06/16	05/31/17
		4.	Attendance improves for at least 50% of targeted st	09/06/16	01/31/17
		5.	Objective achieved as stated.	02/01/17	07/31/17
4.	Measurable decrease in the number of disciplinary referrals	1.	All at-risk, high-need students identified, recruited	08/01/16	05/31/17
		2.	FES communicates with all parents of these st.	08/01/16	07/15/17
		3.	SCs acknowledge/reward improved behavior	09/15/16	07/15/17
		4.	> 50% of st w behav issues have fewer referrals	10/15/16	07/15/17
		5.	Objective achieved as stated.	01/01/16	07/31/17
5.	At least 30% of targeted students have a parent participating	1.	All at-risk, high-need students identified, recruited	08/01/16	05/31/17
		2.	FES communicates with all parents of these st.	08/01/16	07/15/17
		3.	At least 20% of targ st has 1 parent participating	08/15/16	12/15/16
		4.	At least 25% of targ st has 1 parent participating	01/01/17	05/01/17
		5.	Objective achieved as stated.	11/01/16	07/31/17

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: **101868**	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.

Pro-Vision Academy employs weekly **Executive Team meetings to review data points** aligned to annual student achievement, attendance, behavior, persistence, and staffing goals. Each district and campus leader reports on progress toward these goals and in this way monitors and manages the organization's overall academic, support services, financial, and facilities needs. Meetings will continue throughout the project period and will include reports from the **Project Director (PD)/Project Management Team (PMT)** and the **Project Evaluator (PE)** as appropriate to ensure program compliance and necessary adjustments made in a timely manner. • The **PMT** will consist of the PD, the **Family Engagement Specialist (FES)**, and at least two program teachers/school staff. This team will meet **weekly** throughout the program implementation period to identify program-wide needs, strategies, challenges, and solutions; communicate about program activities, staffing, training opportunities; and monitor and adjust program activities as determined by data-indicated need. The PD will document program changes electronically and will communicate with the the Superintendent via email, phone calls, and in person weekly in order to ensure ongoing support for the project, coordinate funding, and plan for project sustainability. In addition to weekly parent newsletters in English and Spanish, written and electronic quarterly reports will be made publicly available to the larger school community. The **Changing Hearts & Minds Advisory Council (SPAC)** chaired by the PD, will consist of one representative from the project partner (Manhood Development), and at least one school administrator (Principal or Assistant Principal), one teacher, one parent, and one student. This team will **meet quarterly** to review participant feedback (satisfaction surveys, student/family voice and choice data, etc.) and other program data as appropriate (in keeping with all applicable privacy laws and policies), advise project staff on program adjustment, and generally represent the voice of all stakeholders throughout the funding period. The external, independent PE will work with the PD to review and interpret project data, assist in completing all project reports, and advise project staff on managing the project from a data-driven perspective. The PE will attend SPAC meetings as invited.

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.

Pro-Vision Academy is committed to continuing, and where appropriate, expanding **Changing Hearts & Minds** beyond the initial funding period and promises to maintain accurate, up-to-date records of grant activities and expenditures; to file accurate, thorough interim and final progress and financial reports in a timely manner; to fully account for the accomplishment (or failure to accomplish) each program objective and performance target; to demonstrate our intent and commitment to the implementation and operation of the 21st CCLC grant program in subsequent years, should continuation funding be available; to continue to participate in the grant program in subsequent years if available and awarded; to seek input and guidance from TEA and Texas ACE; and to share details of its model and the results of its afterschool program with others.

Sustainability Plan—Strategies and Resources: Pro-Vision's Superintendent, supported by the Executive Director of Programs, oversees all district grant-seeking activities, and works with the Chief Financial Officer, Dean of Student Affairs, Dean of Curriculum, and the Pro-Vision Principal to coordinate the efficient use of local, per-pupil funding, grants from the state, and federal Title funds in the operation of granted programs. These efforts to identify additional funding sources and to maximize state and local allotments will continue over the project period so that **Changing Hearts & Minds** can be sustained, expanded, and continued after TEA funding ends.

Timeline: Upon notice of funding, the Project Director, as supported by the Board of Directors and Superintendent, will seek advice and counsel from the members of both the Project Management Team and the **Changing Hearts & Minds** Advisory Council in order to identify and secure local, state, federal, and private funding to coordinate for grant sustainability and program continuation. **Each quarter** of the funding period, the Project Director will update the sustainability plan with additional resources and project partners and will secure commitments of continuation funding at all levels as appropriate.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: **101868**		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.	**QUANTITATIVE:** Review student achievement data (STAAR, EOC, etc,)	1.	Multiple measures of student achievement analyzed weekly
		2.	Four benchmark exams (STAAR and/or EOC) admin annually
		3.	District-wide st achievement continues in upward trend; objectives achieved
2.	**QUANTITATIVE:** Review progress toward program objectives	1.	PD tracks indicators for participating students
		2.	District meets targets for "regular student" partic (45 days per year)
		3.	At least 75% of regular attendees show growth in one or more areas
3.	**QUALITATIVE:** Review student attendance data	1.	PD collects data on student school-day and program attendance
		2.	PD and FES contact all parents of targeted students monthly for updates
		3.	At least 70% of targeted students improve attendance
4.	**QUANTITATIVE and QUALITATIVE:** Review parent and family engagement data	1.	PD ensures FES provides sufficiently engaging participation opportunities
		2.	PD and FES collect data on parent/family attendance and satisfaction
		3.	At least 30% of targeted students have at least 1 parent participating
5.	**QUALITATIVE:** Input and feedback from multiple stakeholder groups	1.	At least 50% of targeted students surveyed for program design input
		2.	> 70% of participating parents complete feedback
		3.	>70% of participating students return annual satisfaction survey

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

Data collection at the **program, school, and student levels** will occur on a variety of schedules: **daily** (participation/ attendance); **weekly** (PD observation of teachers and service providers; staff professional development; student achievement skills checks); **monthly** (Project Management Team meeting input/feedback; payroll records; parent participation; school leader feedback); **quarterly (Changing Hearts & Minds** Advisory Council meeting input/feedback; testing benchmarks); **by term** (Fall/Spring/Summer evaluations and participant feedback); and **annually** (student demographics; teacher/parent/student satisfaction; TAPR data; standardized test results). **Data analysis procedures** will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved.

As this is a single-site program, the **Changing Hearts & Minds Project Director** will be responsible for daily/weekly input of all required data in the TX21st data tracking system and ensuring its integrity and accuracy. The **Project Evaluator** will assist the Project Management Team in interpreting data to address program delivery and implementation, identify and correct problems, and follow-up to ensure the program is on track to achieve all goals and objectives. The **Project Director**, as supported by the FES and program staff, will assume primary responsibility for program-level implementation and adjustment and will aggregate and analyze site-level data (gathered through observations, surveys, and formal and informal evaluation methods). In this way, the Project Director will be able to monitor and evaluate all planned activities and contracted services in order to determine their merits and effectiveness in achieving project aims.

The **Project Management Team** will meet weekly in order to monitor data and to act swiftly to immediately correct any problems with project delivery. The PMT, as advised by the **Project Evaluator** and with guidance from the **Project Advisory Team**, will be accountable for maintaining a data-driven balance of program activities that are engaging for students and parents and that achieve the objectives of **Changing Hearts & Minds** and will, therefore, be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, this 21st CCLC initiative will have the opportunity to continuously improve.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **101868**	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.

All academic assistance, enrichment, family and parental support, and college- and workforce-readiness activities will take place during after school hours during the school year and during six weeks in the summer session as a supplement to the regular school-day curriculum—at least 348 hours during the Fall and Spring terms (12 hours/week for 29 weeks) and 96 hours during the Summer term (16 hours/week for 6 weeks).

The majority of activities will occur on the Pro-Vision campus. Selected activities (service learning, college site visits, etc.) will occur on off-site locations. Both the middle and high schools are located in the same building, but for administrative purposes (and reporting in this application), the high school will be considered the Center site and the middle school will be considered a Feeder site.

The majority of **safe transportation** is provided by Pro-Vision Academy, which spends significant state and local funds for this purpose. Additional grant funds will support buses for off-site activities as noted above. Some parents elect to drop off and pick up their children, and other students walk to school from nearby apartments and homes.

At the end of each school day, students will leave their regular classroom and go straight to the cafeteria (or appointed area) to check in for their **Changing Hearts & Minds** program participation. All students will be checked in and out electronically every day for immediate, real-time data tracking that will improve the accuracy of data tracking and minimize administrative data entry. For students who do not walk home or take the bus, parents will be required to sign their child/children out when they arrive to pick them up.

School administrators, teachers, and the Project Director will monitor the sign-in/sign-out, student walker, parent drop-off/pickup, and bus procedures at each campus during program hours (after school, Saturdays, and summer sessions) to ensure all students arrive and leave campus in a safe, orderly, and supervised manner with the support of an experienced transportation team.

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.

Pro-Vision Academy will **disseminate information** about the **Changing Hearts & Minds** in the following manner:
- For **recruitment** purposes, the info on **center activities and the days, hours, and location of each** will be available in each **family resource center** and distributed via flyers and weekly parent newsletters (in English and Spanish, sent electronically and on paper), campus/district website, announcements made during parent meetings, emails/texts to parents with online/text messaging access who have also opted in for this service, and calls to students' homes made through the school's call-out system. No private, non-profit schools have elected to participate in program activities.

- For **sharing the program's success**, that information will be disseminated at Board meetings, faculty meetings, and Executive Team meetings and by letters to parents (in English and Spanish), the Pro-Vision website, local community newspapers, and announcements made during parent meetings in addition to being kept at the **family resource center.**

In addition to making the **Changing Hearts & Minds** program structure and findings available to the public through regular reports, Pro-Vision will also have its open to pre-arranged tours for parents and potential program partners/vendors. Program staff will also share information via program trainings and meetings with TEA and Texas ACE staff.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101868**	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 Pro-Vision Academy 21st CCLC Program known as **Changing Hearts & Minds**will offer academic tutorial programs Monday –Thursday (at least 45 minutes per day) during Fall 2016 and Spring 2017 and as well as academic programming for four hours per day during the 6-week academic component that will occur during Summer 2017. Pro-Vision will provide tutoring services in the core subjects of math, reading/language arts, writing, and science and will feature scientifically researched-based best practices such as differentiating instruction, hands-on curriculum, project-based learning, small group session instruction, and other strategies. Granted funds for personnel and supplies/materials will supplement district-funded programming.

A hallmark of Changing Hearts & Minds is the strength of its partnerships with local, culturally appropriate contractors (Texas Southern University and the Harris County Department of Education, which has significant experience delivering 21st CCLC programming) and Pro-Vision's project partner (Manhood Development). **An additional exciting feature is Pro-Vision's on-site urban farm**—an acre of land that has been converted to crop rows that produce a wide variety of fruits and vegetables. This farm will figure prominently in academic, enrichment, and career-readiness activities during the project period.

Targeted students in need of remediation, in danger of failing, or with recent academic failures, as determined by Pro-Vision's student management information systems, will be assigned to participate in individualized tutorials, homework assistance, and other targeted academic support activities by content area. Data from actual and benchmark tests, progress reports, weekly formative assessments and report cards, along with input from teachers at weekly grade team meetings, will determine individualized placement. **Students achieving at or above grade level** will be encouraged to serve as peer tutors to reinforce their own learning and to provide community support to their classmates; they will also be provided with academic enrichment and acceleration programming to be determined after Pro-Vision staff have received the results of their interest-based input surveys. **All students** will participate in academic enrichment activities designed to enhance their performance in the content areas.

The Project Director will ensure that students' **Special Education modifications** will be honored during extended-day activities and that **Individualized Graduation Plans** will be followed, updated, and modified accordingly throughout the funding period.

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.

Pro-Vision realizes that the institutional commitment to this 21st CCLC project extends beyond the resources to be acquired with grant funds to include a much broader range of **human, financial, infrastructure, facility, volunteer, and in-kind resources and support.** Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs. For maximum impact of program dollars, and with an eye toward effectively and efficiently managing funding from a variety of sources throughout the grant period, Pro-Vision Academy will coordinate project activities, strategies, and materials with the following array of district, community, state, and federal resources to maximize delivery of program services for **195 students and 60 parents who will participate in Changing Hearts & Minds:**

State and Local: Computer hardware, software, and technology infrastructure; academic support activities (staffing, benefits, general supplies, etc.); existing urban farm equipment and supplies;
* ***Estimated state and local funding amount to be coordinated for this project: $150,000***

Federal: Meal reimbursements for students during summer programming; Title I funding for academic supports; Internet connectivity;
* ***Estimated Federal funding amount to be coordinated for this project: $85,000***

Therefore, the total amount of federal, state, and local program dollars that will be combined or coordinated with 21st CCLC grant funds is estimated as **$235,000**, bringing the total program cost for **$639,266.** The **$404,266** grant request, therefore, accounts for only **63%** of the total overall program cost.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

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

1) The **general scope of activities** for **Changing Hearts & Minds**was determined by a thorough assessment of campus and student need for the project and were arrived at after reviewing an **objective set of measures**, including scores and other information from STAAR and EOC benchmark and actual tests, pre and post tests, report card grades, progress reports, formative classroom assessments, attendance records, office referrals and behavior records, and Response to Intervention (RTI) progress/paperwork. **Fine-tuning of program activities, including customization of each program by campus,** will take place at the beginning of the funding period and at the end of each term (Fall, Spring, Summer) as additional data from student interest surveys and parent/student satisfaction surveys (student and family voice and choice) and are taken into account. Student achievement data will be measured, recorded and compared to baseline and benchmarks to determine the progress of the individual students in the program and as an evaluation of the quality of the academic enrichment opportunities offered each term.

2) Through teacher-led and contracted service providers' programs, Pro-Vision Academy will provide a well-rounded variety of activities that improve student academic performance, attendance, behavior for ALL students as well as increase parent involvement in academic activities. Emerging research on after school program quality and its relationship to outcomes indicates that, in addition to ensuring adequate physical and psychological safety and effective management practices, quality after school programs also share the following features: appropriate supervision and structure; well-prepared staff; intentional programming with opportunities for autonomy and choice; and strong partnerships among the various settings in which program participants spend their day—that is, schools, after school programs, and families. **Evidence-based research supporting program design** in each of the major objective areas (**Source: "Afterschool Programs in the 21st Century: Their Potential and What It Takes to Achieve It," Harvard Family Research Project, February 2008)** is summarized as follows:

- **After school programs can improve academic achievement.** Participation in after school programs is associated with better attitudes toward school and higher educational aspirations, higher school attendance and less tardiness, less disciplinary action (e.g., suspension), lower drop-out rates, better performance in school (as measured by achievement test scores and grades), greater on-time promotion, improved homework completion, and engagement in learning. The common thread in all these studies is that balancing academic support with engaging, fun, and structured extracurricular or cocurricular activities, which promote youth development in a variety of real-world contexts, appears to support and improve academic performance.
    - *Changing Hearts & Minds will provide fun, engaging, hands-on programs chosen with input from teachers, students, and parents to create an environment in which academic achievement can be enhanced during out-of-school time.* **See Schedule #16, Requirement 7 for specific examples of program offerings in each target area.**
- **After school programs can improve youth social and developmental outcomes.** Looking beyond academics, participation in after school programs is associated with decreased behavioral problems; improved social and communication skills and/or relationships with others (peers, parents, teachers, etc.); increased self-confidence, self-esteem, and self-efficacy; lower levels
    - *Changing Hearts & Minds will go beyond tutorials and remedial academic assistance to provide a broad array of enriching activities for students, family literacy, and career and workforce readiness activities. This whole-child, whole-family approach will provide wraparound services and referrals to outside agencies as appropriate, improving student attendance as well as behavior and overall school climate.*

3) A summary of the plan to collect local data for continuous assessment and local program evaluation is detailed on **Schedule #15, Part 2** and notes the **collection schedule** for varying types of data (daily, weekly, monthly, quarterly, by term, and annually); the **grant personnel responsible** for data collection and analysis; and the **roles** of the Project Evaluator, Project Management Team, and Project Advisory Team in assessment, evaluation, and the resultant program adjustment.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

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

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

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

The **Applicant/Fiscal Agent** is Pro-Vision Academy.

The main Project Partner, working with Pro-Vision students as noted in the written agreement attached to this application is the Manhood Development Program. (Mentoring, social skills development, and service-learning projects for young men and young women will be provided.) Manhood Development was created over 24 years ago to teach young men (and now young women through the Chrysalis Program) moral, ethical, and purposeful living through close mentoring relationships with adult role models. The program encompasses character development and practical community service activities.

Program services are outlined as follows:

- **Pro-Vision Academy:** Selected teachers will work during out-of-school time to provide academic tutorials and related programming, using student achievement data to plan and adjust weekly/monthly;

- **Manhood Development:** Mentoring and community service activities as noted above; one staff member will also serve on the **Changing Hearts & Minds** Advisory Council;

- **Additional Academic and Enrichment Partners/Contracted Service Providers:**
    - **Harris County Department of Education - http://www.hcde-texas.org/:** Guidance in 21st CCLC program implementation; consulting services; selected supplementary programming as contracted based on student and parent voice and choice;
    - **Texas Southern University Forensic Science - http://www.texassouthernuniversity.net/Texas-Southern-University-forensic-science.php:** High-interest, hands-on college and career development activities to stimulate an interest in forensic science and postsecondary studies;

- **Organizations Supporting Pro-Vision's Urban Farm:**
    - **Benjy's - http://www.benjys.com:** Economic partner; purchases local produce from Pro-Vision's Urban Farm; assists in getting Urban Farm produce to local farmer's markets
    - **Organic Horticulture Benefits Alliance (OHBA) - http://ohbaonline.org/:** Training and support for safe, organic methods of gardens; educational information on sustainability; general community support
    - **H-E-B - http://www.heb.com/index.jsp:** Provide training and materials for nutrition education and produce preparation

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

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

Summary of Available Resources

In addition to Pro-Vision Academy's physical plant facilities, Pro-Vision counts the available funding noted on Schedule #16, Requirement 4, which will also provide the following resources:

- **Curriculum materials,** including TEKS-aligned, state approved materials and computer software for individualized learning;
- **Facilities,** including athletic fields and courts, campus gyms, computer labs, and the urban farm and related equipment;
- **Technology hardware and connectivity,** including servers, routers, wiring and wireless connectivity, desktops, laptops, printers, SMART Boards, document cameras, projectors, TVs/DVD players, public address system;
- **Safety and security,** including handheld radios, traffic cones, signage, visitor check-in system; and
- **Transportation** by bus, which will be used to safely deliver students to local program sites (college/university visits, etc.).

Addressing Identified Needs Through Programming and Assessment/Evaluation

Among other concerns, Pro-Vision's Campus Improvement Plans (CIP) addresses student achievement, attendance, and parent involvement. With the help of much needed resources provided by funding for **Changing Hearts & Minds,** Pro-Vision staff will continue to assess and address individual student needs with regard to the improvement of academic achievement (with a focus on closing the achievement gap between student groups) in math and reading/language arts and efforts to encourage high student attendance both in school and in the program, improved student behavior and self-control, and increased parent involvement in academic activities.

The following table shows an example of how program activities will be aligned to students' needs in order to achieve the intended program objective. *(For simplicity/space limitations, only one sample activity type per area has been included.)*

OBJECTIVE	ACADEMICS	ENRICHMENT	FAMILY/PARENTS	COLLEGE/WKFORCE
Improve Student Achievement in Mathematics	Intensive Tutorial Sessions	Stock Market Game	Family Math Night	Problem-solving Skill-building
Improve Student Achievement in Reading/Language Arts	High-interest Genre Studies	Book Club	Family Book Club Readings	Close Reading Skill-building Sessions
Improve Student Behavior	Student and Family Counseling Sessions	Community Garden Seed-to-Plate Projects	Community-based Service Learning Projects	Manhood Development Job Enterprise Academy
Improve Targeted Students' Attendance	Student-chosen Academic Assistance Activities	Forensic Science Field Lessons	Family Sporting Events/Intramurals	College site visits for parents and students
Increase Parent Involvement in Academic Activities	Parent and Family Resource Center Materials and Workshops	Family Arts Showcase Events	Math and Reading "Learn At Home" Activities	Organizational Skills Training

As described on Schedule #14, Part 3, the Project Director will act as a key communicator, linking district leaders (the Superintendent and the Executive Director of Programs) to program staff (Family Engagement Specialist, Project Evaluator, **Changing Hearts & Minds** teachers, and project partners/contractors) and facilitating program monitoring and adjustment through regular (daily, weekly, monthly, term, quarterly, and annual) data collection, analysis, and evaluation reporting. Key to addressing identified needs through programming will be the input and feedback from students, parents, and teachers via interest and satisfaction surveys and general program activity evaluation.

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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.

Changing Hearts & Mindswill provide 195 middle and high school students with research-based activities to improve their achievement, attendance, and behavior and to connect their parents to academic activities. Research from the Afterschool Alliance ("Afterschool: Providing Multiple Benefits to Middle School Students". June 2010) highlights the specific needs of young teens for the following:

NEED	HOW SAFE PLACE WILL ADDRESS THIS NEED
Physical Activity	Basketball, football, and other intramural sports; dance; step team
Competence and Achievement	Service-learning projects in the community; celebrations of achievements and improvements; peer acknowledgments and team-building activities
Self-definition	Career interest exploration; college preparation and site visits
Creative Expression	Dance; reading; writing; journaling;
Positive Social Interactions with Peers and Adults	Sports activities; family reading/book club; service-learning projects; farmers' market activities with produce from the urban farm
Meaningful Participation	Student surveys (voice and choice, satisfaction) surveys; high-interest activities

Changing Hearts & Minds has been designed to put the needs of Pro-Vision students first, going beyond their need for academic improvement to include their needs for socialization, self-efficacy, physical development, and overall well-being, and their parents' needs to keep their children safe during afterschool and summer times, meaningful involvement in programming, and culturally sensitive activities that reflect their interests while also building their capacity to connect with school staff.

The chart on the preceding page shows an example of how activities are planned to complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development and to achieve all stated program goals and objectives. **Throughout the program period, student and parent interest will drive course offerings to ensure voice and choice is included and respected. This will ensure regular, consistent, and enthusiastic attendance by all participants.**

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.

Changing Hearts & Minds staff will identify interested **parent and community volunteers as well as senior citizen volunteers** from several locations and sources around the Sunnyside community, including those involved in activities at the nearby City of Houston Sunnyside Multi-Service Center. This facility is a good location for volunteer recruitment as well as student service-learning projects, and it provides many opportunities to collaborate with City programs such as parenting classes, health fairs, food bank distributions, social services referrals, fitness programs, GED classes, and YMCA senior programs.

In collaboration with the Project Director, Pro-Vision Academy staff will screen interested individuals, who wish to serve as volunteers for **Changing Hearts & Minds.** This is a standard district policy, and it is in the best interest and safety of the students. All volunteers who will work directly with students will be required to submit to a background check (in accordance with district policy) in order to ensure that they are not a danger to students.

Once **screened and approved,** all volunteers will receive the appropriate volunteer training as determined by the Project Director in collaboration with Pro-Vision human resources staff. Further guidance and preparation for volunteers working specifically with children enrolled in **Changing Hearts & Minds** will be designed and presented by the Project Director and Family Engagement Specialist and updated annually as needed.

Pro-Vision Academy assures TEA that volunteers who have access to student data will do so in compliance with FERPA, the Family Education Rights and Privacy Act. In addition, the person must demonstrate subject matter or program-area competency, experience, and expertise in working with people, whether student or adult.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

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

☒ **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.**

As noted in the attached letter of commitment from the Pro-Vision Academy Board of Directors, board members will work with district leaders (and, where appropriate, school leaders, the **Changing Hearts & Minds** Project Director) to identify additional sources of support for program sustainability.

The following table summarizes the strategies and resources Pro-Vision Academy stakeholders will deploy in support of program continuity:

WHO (ROLE)	WHAT (STRATEGY)	HOW (RESOURCES)	WHEN (TIMELINE)
Board of Directors	Identify new partners Identify in-kind funds	Tap personal networks Work with district leaders	Spring, Summer
Pro-Vision Executive Team	Review district budget Seek additional grants Prioritize program support	Title funding Per-pupil allotment State and federal grants	Spring
Pro-Vision Principal	Review school budget	See above.	Spring
Project Director	Apply lessons learned to maximize efficiencies; Cut ineffective program offerings; Coordinate funding from other sources Network with other PDs to mine best practices; Train program staff (build capacity); Inform parents of program successes and impact	Work with Superintendent, Dean of Student Affairs, Dean of Curriculum, and Executive Director of Programs to coordinate across programs; Project Director peers across the Texas ACE Networks; Teachers; Parents Work with Project Evaluator to showcase program successes;	At least quarterly, Fall, Spring, Summer
Project Partner, Vendors	Provide data on program deliverables and impact; Identify in-kind support; Leverage partnerships with others in the community	Current participants (students and parents); Curriculum materials; Business/Community networks	End of each term
Parents/Others	Identify supportive partners; Continue to volunteer; Spread the word on program success	Personal networks; Personal time/resources; School/neighborhood connections	Fall, Spring, Summer

Please also see **Schedule #14, Part 3** for how program staff will work together to communicate regarding program evaluation, effectiveness, and adjustment.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **101868**	Amendment # (for amendments only):

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

At Pro-Vision Academy, stakeholder involvement and input from **administrators, teachers, parents, students, and others** is sought routinely as a matter of course. As indicated on **Schedule #13, Part 1**, the comprehensive needs assessment process for **Changing Hearts & Minds** included the following sources for stakeholder input:
- Internal review of local student achievement;
- Internal review of current academic program, gaps, and needs;
- Internal review of available funding sources;
- Informal interviews with students, parents and business/community partners; and
- Informal interviews with school leaders, teachers, district and campus support staff.

Continuous Feedback and Involvement from Community Stakeholders: Changing Hearts & Minds will be implemented in collaboration with its learning communities and with input from the project partner (Manhood Development) and all learning community stakeholders. Pro-Vision Academy will form a **Changing Hearts & Minds** Advisory Council consisting of the Project Director, one school leader (Principal or Assistant Principal), one representative from the project partner (Manhood Development Program), at least one parent, one teacher, and one student, as well as other positions appointed by the Superintendent. The **Changing Hearts & Minds** Advisory Council will be consulted and involved in every aspect of the grant project -- design, implementation, management, and evaluation.

Key Stakeholders and Organizations Included and Involved: *During the planning phase*, this 21st CCLC program and corresponding budget were developed and vetted by Superintendent, the Executive Director of Programs, the Chief Financial Officer, and the Pro-Vision Principal. Manhood Development was involved in project planning and has provided a Memorandum of Agreement (attached) promising their specific form of support throughout the project period.

Post-award, the **Changing Hearts & Minds** Advisory Council (membership described above) will contribute their insights and input, advising project staff on how to solicit, include, and interpret input from the broader school/project community. This team will meet at least quarterly throughout the project period. The Project Director will also seek out valuable perspectives from the larger Pro-Vision/Sunnyside community, including the various vendors and partners noted on **Schedule #16, Requirement 6.**

Stakeholder Involvement in Program Awareness, Effectiveness, and Sustainability: The Family Engagement Specialist, as supported by the Project Director, will communicate directly with parents and caregivers via campus meetings, parent involvement activities, family literacy/education activities, and other events, as well as through materials available in (and by staffing) the family resource center, to increase **program awareness**, announce course offerings, explain procedures, and garner parent support for the program. The Project Director will also meet with site-based project staff, project partners, parents, and students regarding program policies, course offerings, opportunities, and requirements.

The Project Management Team, in conjunction with reports created by the independent, external, third-party Project Evaluator, will communicate regular updates on **project effectiveness** to the school leaders as needed for immediate project adjustment and to the Pro-Vision CEO and Board of Directors, the Superintendent, and other senior staff as needed for communications of a more general nature. The Project Management Team will incorporate their feedback at regular intervals to improve programming for the benefit of all project participants.

The **Changing Hearts & Minds** Advisory Council, chaired by the Project Director, will identify strategies and resources for **sustainability** as explained in more detail on **Schedule #14, Part 4 and Schedule #16, Requirement 10.**

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

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

Grant Management, Coordination, and High-quality Programming: As the role of Project Director and the lines of reporting between the Project Management Team and their supervisors/direct reports will be key to the effective and efficient management of this multi-site project, Pro-Vision will first focus on hiring a high-quality Project Director with experience as indicated in the Texas ACE Blueprint for Cycle 9 (and summarized on **Schedule #14, Part 1**). At all stages of project implementation and management, Pro-Vision will involve key academic, administrative services, and district operations staff who will provide support to the Project Director and ensure compliance with all applicable local, state, and federal policies and procedures. The Project Director will be directly accountable for implementing a high-quality program that is aligned with and a natural extension of the school day and is the result of a smoothly coordinated partnership among public, private, and district entities. In addition to overseeing and coordinating daily program management, the Project Director will work with district financial and business staff to maintain fiduciary and financial responsibility for all grant activities; keep accurate accounting data, records, and archiving of supporting documentation for all charges; classify and report the accounting transactions properly; certify expenses are true and correct; and prepare and submit written expenditure reports in coordination with district finance and business staff.

Communication Among Project Staff: Throughout the project period, the schedule of **internal communications, coordination, and reporting** will follow this general schedule: **Daily—** Project Director communicates with site-based project staff (teachers, partners, volunteers, and others) to collect and input participant data as required; site-based project staff communicate with students and parents to ensure smooth program implementation, student transportation, and student safety; the Project Director will remain on campus until the last student has left the program; **Weekly—** Project Management Team (Project Director, Family Engagement Specialist, and others named) meets to review student achievement, enrollment, and program participation data, and performance goals; review current issues/challenges; review and coordinate upcoming activities; troubleshoot program implementation issues; communicate program-wide updates; and monitor and adjust project activities and management; grant staff (Project Director, teachers, Principal, others at each site) communicate to adjust recruitment, instructional, and parent involvement activities and to communicate with students, parents, and families as appropriate; **Monthly—**Project Director communicates broad program updates to school and district leaders at school faculty meetings and monthly campus Executive Team meetings; Project Evaluator reviews program data as required/requested in order to stay abreast of project implementation; **Quarterly—Changing Hearts & Minds** Advisory Council meets to review qualitative data and guide project adjustment; Project Evaluator attends this meeting as requested; Project Director and Pro-Vision Superintendent review and audit Center activities and allow for best-practice learning and support on site-specific challenges; **Fall, Spring, Summer—**Project Management Team communicates program updates to all stakeholders through written and electronic means; **Semi-annually—**Project Director and Project Evaluator (as supported by district finance and data personnel, and others) complete evaluation reports as required by TEA; Project Director reports results to the Pro-Vision learning community via board meetings.

Staff Training and Support
Project funds have been budgeted for all key staff—the Project Director (PD) and Family Engagement Specialist (FES)—to attend and participate in all necessary orientation, implementation, data tracking, and program implementation training sessions each year of the project period. In addition, the budget includes funds to send selected staff to local, state, or national out-of-school-time conferences, workshops, or other training as a commitment to the ongoing development of these staff, and staff will make judicious use of Technical Assistance Coordinators and other training and support opportunities offered throughout the funding period to build staff capacity and support program sustainability efforts. As a result of this training and support, **Changing Hearts & Minds** program staff will be well equipped to leverage and maximize existing resources and provide a sound, research-based program that is aligned with and extends the regular instructional school day. In addition, as employees of Pro-Vision, project staff will receive ongoing training and support through the district as appropriate to their roles. The PD will evaluate the FES.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

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

Center Number: 1	Center Name: **Pro-Vision High School**		
9 digit campus ID#	**101868001**	**Distance to Fiscal Agent (Miles)***	**0**
Grade Levels to be served (PK-12)	**5-12**		

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:	195
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	Pro-Vision Middle School			
9 digit Campus ID #	101868002			
District Name (if different)	–			
Distance to Center	0 (same campus)			

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:		
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: **101868**	Amendment # (for amendments only):

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

Center Number: 3	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

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

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

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

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

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

Center Number: 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: **101868**	Amendment # (for amendments only):

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

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

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

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

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

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

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

Center Number: 6	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: **101868**	Amendment # (for amendments only):

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

Center Number: 7	Center Name:

9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

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

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

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

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

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

Center Number: 8	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: **101868**	Amendment # (for amendments only):

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

Center Number: 9	Center Name:

9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

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

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

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

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

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

Center Number: 10	Center Name:

9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

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

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

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

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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide 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.

Pro-Vision Academy implements **the following key school wide programs: IXL Math (online math practice), Renaissance Learning, and NoRedInk (writing and grammar),** and all teachers at each grade level have been extensively trained to implement all aspects of these curricula. **Changing Hearts & Minds** will be implemented in support of student academic success in these districtwide initiatives, and all afterschool academic remediation and acceleration activities will be appropriately aligned. District and teacher support to implement these programs will continue throughout the project period and will be supplementary in nature to the materials, training, and support provided by TEA. Additionally, **Changing Hearts & Minds** will supplement any and all **state compensatory education** (SCE) activities and funding, and the Project Director will maintain careful records to indicate the separate and supplementary nature of 21st CCLC to SCE.

Identification and Recruitment: Upon notice of funding, the Project Director will conduct an updated review of student achievement data and will identify students in need of remediation, acceleration, and enrichment, taking into account individual needs for ESL and Special Education support services as well as students exhibiting at-risk behaviors. **Changing Hearts & Minds** will be promoted in the Pro-Vision learning community through the following activities:
- Project Director will specifically recruit students for program participation who have failed or nearly failed state assessments, or have a history of absences;
- Project Director and Family Engagement Specialist will communicate directly with parents and caregivers via formal and informal parent meetings, phone calls, flyers, marquee announcements, and emails to announce program start dates and hours, course offerings, explain procedures, and garner parent support for (and student and parent enrollment in the program;
- Project Director and **Changing Hearts & Minds** staff will meet with students regarding program policies, course offerings, opportunities, and requirements, emphasizing the benefits of and incentives and awards for regular participation and will register students for specific activities as indicated by their individual need;
- Project Director will review student participation and academic progress weekly, monthly, and at the end of each grading period and will recruit and enroll students most in need of academic assistance into best-fit activities at the beginning of each Fall, Spring, and Summer followed by an open enrollment process for participation by additional students

Retention: The Project Director will keep accurate records of **students** in need of academic assistance, cross-referenced with their actual attendance in the **Changing Hearts & Minds** program, noting risk factors for reduced attendance. They will communicate with enrolled students' parents and regular school-day teachers to align programming, refer students to additional support services, coordinate with program partners for program adjustments that meet students' unique needs, and follow up with students to encourage retention in the program. Teachers and the project partner (Manhood Development) will recognize and celebrate improvements in academic performance (math and reading/language arts), behavior, and attendance on a monthly basis as further incentive for students to remain involved in program activities. Specifically, Pro-Vision Academy's partnership with Manhood Development will provide community-based support for the program, assisting with community-wide communication on the benefits and opportunities of the program for targeted students, parents, and families. The Project Director and Family Engagement Specialist will acknowledge and recognize **parents** participating in related programming on a monthly basis and will provide updates on their child's improvements for further validation, reinforcement, and celebration at home. These activities will collectively strengthen the home-school connection and will provide a caring community of program services that will support student participation, persistence, and retention.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101868**	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.

Fall and Spring Term (School-year) Operating Hours:
4 days a week (M-TH) for 2 hours a day plus one Saturday a week for 4 hours a day = 12 hours per week, total, for 29 weeks = **348 hours**

Summer Term Operating Hours:
4 days a week (M-TH) for 4 hours per day **= 96 hours**

Total per calendar year—Fall, Spring, Summer: 444 hours (equivalent to more than <u>68 additional days</u> of instruction)

Total student-hours of operation possible (444 hours x 195 students): 86,580

Targeted grade levels for the Pro-Vision **Changing Hearts & Minds** program are **5-12.**

There will be NO regular service hours for students on Fridays, Sundays, national or school holidays (Thanksgiving break, winter break, spring break, etc.), standardized testing days, or during full-day teacher/staff in-services. The Project Director will update the Texas ACE project plan once the Pro-Vision Academy 2016-17 calendar is finalized.

NOTE: No UIL activities will take place during 21st CCLC program time. Sports and athletic activities are intramural only.

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.

General Program Participant Safety
Pro-Vision will maintain working fire extinguishers, smoke detectors, and carbon monoxide detectors, if applicable. The Program Director (and others as appropriate) will maintain updated contact information for the parents/caregivers of each student as well as current emergency or other contact information for neighborhood/ community Fire, Police, and Child Protective Services. The physical facility, including buildings, furniture, urban farm equipment, etc., will be maintained to ensure general overall safety (e.g., appropriately stored chemicals, available first aid kits, written accident/incident plans, and current safety drill procedures). The Project Director and at least one backup staff member will be trained in CPR and Basic First Aid.

Student Transition and Transportation/Pick-up
Immediately after the end of the regular school days, students participating in **Changing Hearts & Minds** program activities will report to the school cafeteria or other designated large-group space. Program staff will take **attendance;** students will be given a healthy **snack** and will proceed with their teacher to the location of their first program session. Students will **transition** in an orderly manner, supervised by program staff (teachers and contractors/partners), to subsequent sessions, and teachers will take attendance as appropriate (unless students travel as a whole group). At the conclusion of the program day, students will report to a designated dismissal area where their transportation home will be coordinated and supervised. Students not approved to **bike, carpool, drive themselves, or walk home** will report to a designated area to **sign out and be picked up by an authorized adult** who maintains the proper documentation (for example, a driver's license or other official photo ID). All areas of the school will be monitored as they would for the regular school day.

The Project Director will remain on campus until the last student has been safely transported or picked up by an authorized parent or guardian.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101868**	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.

Pro-Vision Academy works thoughtfully and intentionally to align all instructional and support activities (school-day and afterschool) for maximum student learning and achievement. **Close, regular, weekly communication** between the Cycle 9 Project Director and the Superintendent as well as daily communication between the Project Director and the school staff (Principal, Assistant Principal, and teachers) will ensure that all afterschool activities remain aligned to the school-day curriculum and support objectives and outcomes of the **districtwide TEKS-aligned programs** described on **Schedule #17, TEA Requirement 3a.** Enrichment, Family and Parent Support, and College and Workforce Readiness activities to supplement the **meaningful academic content** of afterschool activities will be planned for each term after taking student and family voice and choice into account through interest-based surveys. These activities will be selected for how well they complement the academic assistance activities as well as for how attractive they are to students, parents, and families in order to maximize participation and ensure regular attendance.

During project implementation, the *Project Management Team* and the ***Changing Hearts & Minds** Advisory Council* will use local data to inform the array of **engaging and interactive activities** offered. They will do this by considering updates to qualitative and quantitative data sets (baseline and actual student achievement data from student grades; criterion- and norm-referenced standardized tests (STAAR and EOC scores); attendance, enrollment and demographics; and formal input from school leaders) as well as input from stakeholders and participants gathered through semi-annual surveys, student voice and choice instruments, and participant evaluations and feedback forms. The *Family Engagement Specialist* will help parents and families understand the academic support their student needs and will help Center staff communicate with parents about those tools and assessments. The *Project Director* will also consult with school counselors, the contracted student/parent/family counselor, and other support staff and will directly observe participants' relative enthusiasm for program offerings and will interact with students, teachers, and parents informally each term in order to determine which activities are most popular, effective, and engaging as well as which have the biggest impact on improving at-risk students' program attendance, behavior, academic performance, and promotion. Where possible, students and parents will be allowed to vote on program offerings—input that the *Project Director* will consider when ensuring delivery of a balanced program that meets all 21st CCLC and Texas ACE requirements (academic assistance, enrichment, family and parental education and support services, and college and workforce readiness programming). Finally, *project staff* will generate school wide excitement about program offerings through announcements, flyers, emails, and marquee postings in advance of the next term's enrollment into the program.

Additional evidence-based practices, including specific services to be offered by program partners at least twice weekly throughout the project period may include, but not be limited to, the following: One-on-one and/or small group tutorials and other academic assistance; one-on-one mentoring and/or adult advocacy; and wraparound social services supports for students, parents, and families and referrals to social service agencies by the Project Director or Family Engagement Specialist.

Project planners consulted the **Texas ACE Cycle 9 Blueprint** as well as the **Afterschool Alliance** website in developing this slate of **research-based program activities** that have been proven to positively impact student health, safety, and wellness, including the potential impact to lessen youth victimization, youth violence, and youth crime while also increasing youth, school, and community safety.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

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

The role of the Project Director is to ensure that **Changing Hearts & Minds** is intentionally designed to meet the **broader program goals, objectives and purpose** while still meeting the **specific academic and developmental needs of Pro-Vision's middle and high school students.** As such, the program activities will vary slightly from term to term (guided by the input of teachers, students, parents), but the overall program will offer an enticing and balanced array of activities for all program participants.

As detailed in the preceding section, project staff will continue to review **quantitative and qualitative data** from a variety of sources and will use that data to drive the intentional design of program activities. **Channels for input** will include both formal instruments (test scores, report cards, etc.) and informal methods (observation, student voting, parent discussion, Google Forms surveys of school leaders and project partners, etc.). **Stakeholders involved** in data review include district personnel, campus administrators, school staff, program staff (Project Director, Family Engagement Specialist, program teachers), program partners, parents of participating students, students, and program volunteers. The schedule of communication, data review, and program adjustment to **ensure program alignment to student need and desired outcome** can be found on **Schedule #15, Part 2, Data Collection and Problem Correction**, and the plan for **focusing recruiting efforts on students who are at risk of academic failure or dropping out of school** has been described on **Schedule #17, Requirement 3a.**

Instruction will be adapted to meet individual student needs (**including at-risk students and those served by Bilingual/ESL and Special Education programs**) in the following ways:
- **Adhere to students' existing Individual Education Plans (IEPs)**—example: read instructions aloud; allow extra time on task, etc.;
- **Use computer-based adaptive learning programs**—example: Accelerated Reader, online tutoring and test prep, etc.;
- **Vary group structure and size**—example: 1:1 for individual counseling; 1:8 for intensive remediation and academic tutoring; 1:22 for sports and recreational activities;
- **Incorporate diagnostic and testing data into activity structure**—example: use flexible grouping for academic assistance activities (group by objective for remediation);
- **Vary instructional settings to maximum student engagement**—example: classrooms for tutorials; gym for sports, dance, or other active events; public spaces for service learning projects; urban farm for garden/farmer's market activities; and
- **Vary types of activities by day and session**—example: academic assistance for first hour; enrichment activities for second hour; family engagement activities for third hour and to facilitate parent involvement while integrating with safe transportation home/student pick-up.

Program staff will work to include additional variations of program setting, grouping arrangements, and scheduling as needed throughout the funding period and with input from all stakeholder groups.

Staff to Student Ratios:
All activities will be supervised by qualified teachers, program partners, and/or screened volunteers. The maximum staff to student ratio will be **1:22** for the program overall; however, certain activities (small-group tutorials, counseling, etc.) will have smaller ratios (**1:1, 1:4, 1:12**, etc.) as appropriate to those activities. Groups larger than 22 (ex: sports activities) will have multiple adult supervisors to ensure the maximum 1:22 ratio is not exceeded.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101868**	Amendment # (for amendments only):

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

Staffing: As Pro-Vision students are so severely at-risk and high-need, the Family Engagement Specialist (FES) will be a full-time position, funded entirely by 21st CCLC grant funds. This position will be responsible for coordinating meaningful adult and family engagement activities and providing families with active opportunities to engage in their children's education year-round. The qualifications and experience for this position are summarized on **Schedule #14, Part 1.**

Role and Responsibilities: This key position will ensure that parent and family engagement activities are coordinated with participating schools' existing programs in order to prevent duplication of effort and to ensure effective and efficient use of local, state, and federal resources. The FES will manage funding for family engagement activities, consolidate and coordinate activities with other programs or partners when feasible, and extend and expand the program each term and year as parent engagement grows. The FES will be accountable for data collection, input, review, and interpretation for all participants in family programming and will be responsible for setting and meeting family engagement goals each term. The FES will assist the Project Evaluator in constructing reports related to parent and family programming that align with the program's goals for family and parent involvement, to be finalized upon notice of funding.

Training and Support: The FES will attend all required program orientations, trainings, and meetings and will also participate in at least one state or national out-of-school-time conference each year in order to stay abreast of research-based best practices in parent and family engagement. Pro-Vision Academy's teacher evaluation system, PDAS, extends to all Pro-Vision Academy staff who also teach in the **Changing Hearts & Minds** program.

Supervision: The Project Director will supervise and evaluate the FES. The FES will work with the Project Director and the Pro-Vision Principal, as well as staff and contracted counselors and social workers to ensure high parent attendance at family engagement and family literacy events.

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.

In addition to the roles and responsibilities listed above, the Family Engagement Specialist will work with the Project Director to recruit families to participate in the program through the following specific activities each term (Fall, Spring, Summer) of program operations:
- Announce notice of grant award to parents and families of the Pro-Vision learning community;
- Set parent and family engagement targets and review objectives with project stakeholders;
- Interact with school and district leaders to coordinate parent/family engagement activities with existing activities;
- Interact with program partners to coordinate parent and family engagement activities with their student services;
- Plan, schedule, and implement new parent involvement opportunities and activities;
- Plan and schedule recruitment of parents and families into activities;
- Advertise/notify/invite parent and family participation by email/flyer/text, and through the parent resource center;
- Attend required 21st CCLC program trainings and additional related professional development;
- Work with the Project Evaluator to gather participant feedback in support of formative and summative program evaluation and project reporting; an d
- Work with Project Director to adjust program activities for the following term(s) (Fall to Spring and Spring to Summer).

The FES will serve on the Project Management Team, which will meet weekly to review student achievement, enrollment, and program participation data, and performance goals; review current issues/challenges; review and coordinate upcoming activities; troubleshoot program implementation issues; communicate program-wide updates; and monitor and adjust project activities and management. The FES will support grant staff (teachers, Principal, others as appropriate) in communicating adjustments to recruitment, instructional, and parent involvement activities and to communicate with students, parents, and families on a regular, daily basis.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101868**	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.

The following table provides several examples of the array of grant-funded parent and family engagement needs, activities, and a times/locations/frequency of each.

Example of Parent/Family Engagement Needs/Issues	Sample Parent/Family Support Activities	Time/Location/Frequency of Program Delivery
Low parent education levels	• Family literacy • College awareness • Local college tours	• Twice weekly – on campus • Quarterly – on campus • Once each term – at local colleges/univ.
Low family engagement in academic activities	• Effective parent-teacher conf. • Take-home family math/reading • Student performances • Surveys in home language to determine program needs and parent interests	• Twice each term – on campus • Monthly – at home • Twice each term – on campus • Once each term – on campus, at home, online
Low family income levels	• Connection to community resources and family support for education (at-home support, language classes, homework help, study skills, computer classes, etc.)	• As needed (at least monthly)

To accommodate the needs of working families, the Family Engagement Specialist will schedule a combination of on-campus, community-based, and at-home activities. This will ensure that parents who cannot always participate at Center sites will still be able to be involved in activities that increase student performance. In addition, their interests and opinions will be solicited through at-home surveys, which will be sent home with their child and emailed for online participation to those parents with Internet access.

Sample activities for **parents** will include such activities as Family Literacy/Math Nights, Family Reading, quarterly parent meetings, report card pick-up nights, Microsoft Office skill-building, extended library hours, and open computer lab hours. These activities will take place at varying times, on campus, in the community, and at home (via materials sent home with students) in order to accommodate working families as well as those who wish to participate while their children are in session. Activities, including repeated sessions of a single course, will be offered during the school day, after school/evenings, and weekends so parents have multiple opportunities to attend and participate.

In addition to family engagement supplies and materials budgeted for in this application, Pro-Vision Academy will coordinate resources from local, state, and federal sources as described on **Schedule #16, Requirement 4.**

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: **101868**		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: **101868**		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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County-District Number or Vendor ID: **101868**		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 partnerships 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 partnerships	☒	☐	☒
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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County-District Number or Vendor ID: **101868**	Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: **101868**		Amendment number (for amendments only):	

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☐	☒
K02	Develop and implement a truancy intervention plan	☒	☐	☒
K03	Conduct home visits by staff	☒	☐	☒
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☒	☐	☐
K06	Provide before/after school recreational or educational activities	☒	☐	☐
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☒	☒	☒
K09	Develop/maintain community partnerships	☒	☒	☒
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 partnerships 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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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **101868**		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☒
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☒	☒
N03	Provide mentor program for new teachers	☐	☒	☐
N04	Provide intern program for new teachers	☐	☐	☐
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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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **101868**		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 and newspapers 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: **XXXXXX**	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): **DNA**

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 – NOT APPLICABLE

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 ©

☐ 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 (ε)(4) for such services

☐ The methods or sources of data that are used under subsection © and section 1113©(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: **XXXXXX**	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery – NOT APPLICABLE

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 – NOT APPLICABLE

#	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 – NOT APPLICABLE

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

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

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RFA #701-16-102; SAS #782-17   Page 48 of 62
2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1