COPY

Texas Education Agency
Standard Application System (SAS)

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

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

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #
East Austin College Prep	227824			NA
Vendor ID #	ESC Region #			DUNS #
26-1609474	13			015077978

Mailing address		City	State	ZIP Code
5800 E. Martin Luther King Jr. Blvd.		Austin	TX	78721

Primary Contact

First name	M.I.	Last name	Title
Salvador		Cavazos, Ph.D.	Superintendent
Telephone #	Email address		FAX #
512-287-5069	scavazos@eaprep.org		512-928-1440

Secondary Contact

First name	M.I.	Last name	Title
Kathy		Pham	Business Manager
Telephone #	Email address		FAX #
512-287-5023	kpham@eaprep.org		512-928-1440

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
Salvador		Cavazos, Ph.D.	Superintendent
Telephone #	Email address		FAX #
512-287-5069	scavazos@eaprep.org		512-928-1440

Signature (blue ink preferred)   Date signed

March 21, 2016

Only the legally responsible party may sign this application.

701-16-102-117

	Schedule #1—General Information (cont.)		
County-district number or vendor ID: 26-1609474		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): NOT APPLICABLE. EAPREP IS AN OPEN ENROLLMENT CHARTER SCHOOL.	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 26-1609474	Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 26-1609474	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 26-1609474	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	Not applicable			
Member Districts				
2.	Not applicable			
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 26-1609474			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 26-1609474	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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<u>Schedule #4—Request for Amendment</u> **(cont.)**

| County-district number or vendor ID: 26-1609474 | Amendment # (for amendments only): |

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 26-1609474	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.

Objective:

The East Austin Academia, Inc. and East Austin College Prep Academy, in collaboration with local partners and community-based organizations, propose to provide a diverse range of out-of-school time (OST) academic assistance, enrichment, family and parental support, and college and workforce readiness activities and services. **Project AIM - Afterschool Innovations to Make the Grade**- will provide OST activities and services at East Austin College Prep Academy (EAPrep) afterschool, in Saturday Institutes, and in the College-Bound Summer Academy. EAPrep is an open enrollment charter school located at 5800 E. Martin Luther King Jr. Boulevard in Austin, Texas, in the East Austin Govalle/ Johnston Terrace neighborhood. Operating a TX 21st Century Community Learning Center at the EAPrep Secondary MLK campus will benefit a community that has long been educationally underserved. This East Austin neighborhood is primarily populated by minority residents who are isolated economically, educationally, socially and politically from the rest of the city. A high percentage of Hispanics, African-American, limited English proficient (LEP), low-income, and under-educated residents live in this area. Poverty, low educational attainment, high dropout and teen pregnancy rates, limited resources and violence are common in this area. A campus and community needs assessment indicated the five highest- priority "identified needs" are: 1) improve academic performance; 2) improve college and career readiness; 3) improve English language proficiency of English language learners; 4) increase health and wellness awareness; and 5) increase parent and community involvement. These campus and community identified needs align with the goals of the grant in seeking to: 1) improve academic performance; 2) improve attendance; 3) improve behavior; 4) increase promotion rates; and 5) increase graduation rates. **Project AIM** seeks to improve student academic achievement and support overall student, family and community development through innovative, research- based OST activities and services that will serve 150 total annual regular students (grades 7-12) and 100 adults (parents and families of participating students). **Project AIM** is guided by EAPrep's mission: "To grow a better East Austin, one student at a time."

Budget:

To determine the total budget requested in this proposal, a number of questions were circulated: 1) Who is the target population?; 2) How many students and adult family members will be served?; 3) What types of services will be provided?; 4) What level of support is needed to ensure that the program is of high quality and will result in the intended outcomes? EAPrep administration, including the Assistant Superintendent of Curriculum and Development and the Secondary School Principal, in collaboration with key partners, such as East Austin Children's Promise (EACP) / Southwest Key Programs (SKP), and the Boys & Girls Club met to discuss **Project AIM**, the above questions, and to develop a realistic budget to fund the proposed activities and services, and achieve outcomes. The amount of funding available through other sources was also considered. As such, partners, supportive community- based organizations and stakeholders were asked to contribute in-kind support where possible. The proposed total grant award is what this collaborative group of individuals determined realistic and necessary to serve 150 students and 100 parents for 37 weeks during the fall and spring semesters, in addition to 10 Saturday Institutes, and a 6-week College-Bound Summer Academy.

Demographics:

EAPrep is located in a historically impoverished community in East Austin, the Govalle/ Johnston Terrace neighborhood. According to the 2010 U.S. Census Bureau, the population of East Austin was 35,938 of which 58.9% were Hispanic, 30.7% were African American, and 55% lived in poverty – which was four times higher than the Austin MSA (11.1%). Nearly 65% did not speak English at home (nearly six times higher than the MSA at 10%), 54% of the region's working age population did not have a high school diploma (triple the rate of the Austin MSA 15.2%), and only 11.6% of the labor force had a bachelor's degree or higher (compared to 36.7% in the Austin MSA).

Schedule #5—Program Executive Summary (cont.)	
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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 26-1609474	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.

Needs Assessment:
Through consultation of the ACE Prime Blueprint, and in collaboration with the EAPrep Administration, including the Superintendent, Assistant Superintendent for Curriculum and Instruction, and Secondary School Principal, the campus and community needs assessments were developed. The needs and assets assessment and mapping process including an inventory of neighborhood/community, parent and family needs, school demographics, and academic, behavioral, and socio-cultural challenges, and a review of the three required data sets (academic, behavior, and voice and choice) to determine individual student and family need. The **Project AIM** Project Director in consultation with the Family Engagement Specialist and the EAPrep key administration, partners, and community stakeholders will determine when and how the needs assessment process should be updated or changed.

Management Plan:
In general, the grant will be managed through continuous monitoring of school-community engagement; community outreach/ development, resources and partnerships; student and family recruitment and retention; staffing and training; and data collection, reporting, and quality assurance. The Project Director will be a full-time position and will direct all aspects of the project planning, implementation, evaluation and grant compliance (in consultation with **Project AIM** staff, EAPrep administrators, faculty and staff, partners and community stakeholders). The operation and talent management will be overseen by the **Project AIM** full- time Project Director.The Project Director will manage the program logistics, as well as the center space, and the safety of all students, staff and parents participating in OST activities and services. The **Project AIM** full- time Family Engagement Specialist (FES) will support the needs of participating students, parents, and families. The role of the FES is to encourage parental and family involvement in EAPrep, and provide the ongoing, educational programs to immediate family members of students actively enrolled in **Project AIM.** The quality of curriculum and instruction as well as operations will be ensured through professional development, training, regular meetings, logic models, observations, continuous feedback and improvement planning.

Evaluation Plan:
The primary objective of the **Project AIM** evaluation plan is to provide quantitative and qualitative information about **Project AIM** participants and to evaluate the relationship between program participation and the proposed outcomes: academic achievement, attendance, and behavior. EAPrep will follow an evaluation design to assess the effectiveness of **Project AIM** activities, and measure the progress toward program goals. A comprehensive evaluation will be also be conducted by an independent evaluator firm, EGT Institute, Inc. Evaluation results will be used to refine, improve, and strengthen the program. A logic model (s) will be created to represent the primary components of **Project AIM** and demonstrate the connections between the resources, activities, and outcomes. Connecting with the EAPrep school day teachers, staff, and administration is central to **Project AIM.** Regular meetings will take place between **Project AIM** staff, EAPrep teachers, administration, parents, volunteers, partners/ contractors and community stakeholders.Ongoing evaluation will ensure that **Project AIM** effectively achieves its goals and measurable objectives in a timely manner. As problems are identified, **Project AIM** staff, EAPrep staff and administrators, the Community Advisory Council, and the external evaluator will make recommendations for improvements. **Project AIM** will follow all TEA and ACE guidelines and recommendations regarding data collection, reporting, and evaluation.

Statutory and TEA Requirements:
Project AIM has completely and accurately addressed all statutory and TEA requirement throughout this proposal.

Conclusion:
Project AIM, EAPrep, and its partners are committed to providing innovative, high- quality research-based OST activities and services that will result in positive youth outcomes. Ongoing federally funded USDOE grants are available to supplement funding at EAPrep and **Project AIM.** Community-based organizations and stakeholders will contribute in-kind support where possible. The successful implementation of a high quality program will result in continued support and opportunities for funding. **Project AIM** and its community- based partners and collaborators are dedicated to "growing a better East Austin, one student at a time."

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 26-1609474		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	$182180.16	$12000	$194180.16
Schedule #8	Professional and Contracted Services (6200)	6200	$56219	$3000	$59219
Schedule #9	Supplies and Materials (6300)	6300	$28450	$	$28450
Schedule #10	Other Operating Costs (6400)	6400	$20325	$	$20325
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes ☐ No	
	Total direct costs:		$287174.16	$15000	$302174.16
	Percentage% indirect costs (see note):		N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		**$268990.16**	**$33184**	**$302174.16**

Shared Services Arrangement

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

Administrative Cost Calculation

Enter the total grant amount requested:	$302174.16
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:	$15108.71

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: 26-1609474			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	3		$22032
Program Management and Administration				
4	Project director (required)	1		$55000
5	Site coordinator (required)			$
6	Family engagement specialist (required)	1		$38000
7	Secretary/administrative assistant	1		$16800
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:		$131832
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$
24	6119	Professional staff extra-duty pay		$34050
25	6121	Support staff extra-duty pay		$
26	6140	Employee benefits		$28298.16
27	61XX	Tuition remission (IHEs only)		$
28		Subtotal substitute, extra-duty, benefits costs		$62348.16
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$194180.16

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: 26-1609474	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	Family Engagement services with EdPoint, LLC.	$9000
2	Health & Wellness services with Educational Insight, Inc.	$5000
3	Academic Support with Boys & Girls Club	$9999
4	College & Career services with National Hispanic Institute	$9000
5	Academic Support with Huston-Tillotson University	$5000
6	Health & Wellness services with Better Bodies	$3000
7	College & Career services with Learning Fun 101	$5000
8	Evaluation	$3000
9	Fingerprinting services for volunteers	$500
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$49499
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$9720
	(Sum of lines a, b, and c) Grand total	$59219

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 26-1609474	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$$28450
	Grand total:	**$28450**

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: 26-1609474	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.	$3456
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$3000
	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:	$13869
	Grand total:	**$20325**

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

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

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

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 26-1609474 — 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				$
			Grand total:	$

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 26-1609474	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:			574	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	51	8.89%	Attendance rate	96.7%
Hispanic	513	89.37%	Annual dropout rate (Gr 9-12)	0.0%
White	8	1.39%	Students taking the ACT and/or SAT	DNA
Asian	0	0.0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	561	97.74%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	135	23.52%	Students classified as "at risk" per Texas Education Code §29.081(d)	41.99%
Disciplinary placements	0	0.0%		

Comments

PSAT/NMSQT Fall 2015 Data: 10th Grade
Students taking the PSAT: 100%
Average PSAT score: 753

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

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	2.0	6.5%	No degree	0.0	0.0%
Hispanic	14.8	48.2%	Bachelor's degree	22.4	72.9%
White	13.9	45.3%	Master's degree	8.3	27.1%
Asian	0.0	0.0%	Doctorate	0.0	0.0%
1-5 years exp.	15.6	51.0%	Avg. salary, 1-5 years exp.	$44,985.00	N/A
6-10 years exp.	9.1	29.8%	Avg. salary, 6-10 years exp.	$48,937.00	N/A
11-20 years exp.	3.0	9.8%	Avg. salary, 11-20 years exp.	$51,505.00	N/A
Over 20 years exp.	2.9	9.4%	Avg. salary, over 20 years exp.	$70,923.00	N/A

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

County-district number or vendor ID: 26-1609474	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															
Open-enrollment charter school									69	89	101	112	115	75	561
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															561

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Schedule #13—Needs Assessment

County-district number or vendor ID: 26-1609474	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.

During the planning stages of **Project AIM**, EAPrep conducted a comprehensive community and campus needs assessment. Several data sets including campus level data, student level deficiencies, and student and parent voice were reviewed. Various objective data sources were consulted including annual state standardized test scores (STAAR), TEA 2014-15 TAPR,TEA 2015 Accountability Ratings, TEA SRC, TEA TELPAS, TEA PEIMS, EAPrep's 2014-16 CIP, and U.S. Census Bureau data. EAPrep's EdClick Discipline Tracking System and Attendance Reports were also evaluated. Finally, student and parent voice data was collected through surveys administered to students, parents, and teachers, and student and family focus groups. **Community Assessment:** A thorough systematic community needs assessment was conducted to determine the need for an afterschool center, to identify meaningful activity types, to locate community resources, and identify gaps in services. EAPrep is located in an impoverished community in East Austin, the Govalle/ Johnston Terrace neighborhood, which is populated by minority and underserved residents who are isolated economically, educationally, socially and politically from the rest of the city. A high percentage of Hispanics, African-American, limited English proficient (LEP), low-income, and under-educated residents live in this area. High-dropout and teen pregnancy rates and violence are common in this area. According to the U.S. Census 2010, the population of East Austin was 35,938 of which 58.9% were Hispanic, 30.7% were African American, and 55% lived in poverty, which was four times higher than the Austin MSA (11.1%). Nearly 65% did not speak English at home (nearly six times higher than the MSA at 10%), 54% of the region's working age population did not have a high school diploma (triple the rate of the Austin MSA 15.2%), and only 11.6% of the labor force had a bachelor's degree or higher (compared to 36.7% Austin MSA). **Campus Assessment:** A comprehensive campus needs assessment was conducted using the above mentioned campus and district data sets. The 2014-15 EAPrep TAPR found that students performed lower than their peers across the state in meeting certain STAAR standards. Comparison data demonstrated the STAAR Percent at Phase-in Satisfactory Standard or Above for all Grades 7-11 in 2015: 1) Reading: EAPrep 70%, State 77%; 2) Math: EAPrep 83%, State 81%; 3) Writing: EAPrep 55%, State 72%; 4) Science: EAPrep 73%, State 78%; 5) Social Studies: EAPrep 50%, State 78%. More significant were the STAAR Percent at Postsecondary Readiness Standard for all Grades 7-11 in 2015: 1) Reading: EAPrep 27%, State 46%; 2) Math: EAPrep 22%, State 48%; 3) Writing: EAPrep 12%, State 34%; 4) Science: EAPrep 29%, State 44%; 5) Social Studies: EAPrep 13%, State 44%. The 2015-2016 Fall Collection Disaggregation of PEIMS Student Data indicated that for the EAPrep student population of 574 total students in grades 7-12: 97.74% were economically disadvantaged; 23.52% were Limited English Proficient; and 41.99% were at-risk. The 2014-2016 EAPrep at MLK Campus Improvement Plan indicated a need to increase English language proficiency for English Language Learners (ELLs). To incorporate student and parent voice, student and parent surveys were conducted in the spring of 2016. Results from the 2016 parent survey indicate the need for: increased consistent parent, teacher, and school staff communication; increased opportunities to learn how to help their children with their academic studies; and increased opportunities to learn how to prepare their children for success in college and career. Student surveys indicated the desire / need for additional afterschool academic and enrichment activities, such as: homework help, book clubs, dance, sports, music, home economics, pep squad, robotics and coding clubs. Additionally, EAPrep teachers were surveyed in Spring 2016 about the need for an out-of-school program / community center, and reported the need for increased behavioral supports, health, and wellness related activities and services. Through this systematic process we identified five highest -priority needs. We found that in addition to the TEA goals and objectives, our campus and community needs assessments revealed the need to improve college and career readiness, improve English language proficiency of English language learners, increase health and wellness awareness, and increase parent and community involvement. As revealed in this application, our proposed activities are aligned to meet these identified needs as well as the TEA objectives. Analysis of the data, weekly meetings in February and March of 2016, and collaborative discussions of Project AIM provided the process for prioritizing multiple needs. In aligning the proposed activities to the identified needs we designed activities around a "SMART" goal (specific, measurable, achievable, relevant and time-bound) to meet each need. Likewise, we are proposing activities and services that complement the school day, apply current resources, and are engaging, innovative and grounded in research- based practices.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 26-1609474	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	• Students will participate in 45 minutes of TEKS aligned academic assistance activities and services M-Th that complement their school work. • Students and families will participate in academic assistance activities and services through Saturday Institutes. • Students and families will participate in research-based academic assistance activities and services in the College-Bound Summer Academy.
2.	Improve College and Career Readiness	• Students will participate in 45 minutes of college and workforce readiness activities and services M-Th. • Students and families will participate in college and workforce readiness activities and services based on student/parent voice and choice in Saturday Institutes. • Students will participate in innovative college and workforce readiness activities and services in the College-Bound Summer Academy .
3.	Improve English Language Proficiency of English Language Learners	• ELL students will participate in 45 minutes of ELPS and TELPAS focused academic assistance and enrichment activities that complement their school work, M-Th. • ELL students and families will participate in ELPS and TELPAS focused academic assistance and enrichment activities in Saturday Institutes. • ELL students and families will participate in ELPS and TELPAS focused academic assistance and enrichment activities in the College-Bound Summer Academy.
4.	Increase Health and Wellness Awareness	• Students will participate in 45 minutes of SEL/PBIS specific enrichment activities and services that complement their school work M-Th. • Students and families will participate in SEL/ PBIS specific enrichment activities and services in Saturday Institutes. • Students and families will participate in SEL/ PBIS specific enrichment activities and services in the College-Bound Summer Academy.
5.	Increase Parent / Community Involvement	• Students and families will participate in family and parental support activities and services based on student/parent voice and choice in Saturday Institutes. • Students and families will participate in research-based family and parental support activities and services in the College-Bound Summer Academy.

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Schedule #14—Management Plan	
County-district number or vendor ID: 26-1609474	Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Three years experience in an educational and/ or social work setting; Experience in program development, marketing, implementation, data reporting, evaluation, and fiscal management; Knowledge of local youth service organizations; Management of 21st CCLC or OST programs (preferred). Minimum Bachelors Degree; Preferred Masters Degree (Education/related field).
2.	Family Engagement Specialist	Experience: Working in an educational, social service, or family support service setting; Providing child development or parenting skills training;Working with families to access resources; Knowledge of local community support resources. Minimum Associates Degree. Preferred Bachelors Degree.
3.	Administrative Assistant	Experience: Working in an educational, social service, or family support service setting; Entering data in TX21st. Minimum High School Diploma. Preferred Bachelors Degree.
4.	Evaluator	Work with ACE staff to collect and analyze program and student outcome data. Conduct annual evaluation measuring progress toward program goals and outcomes and informing decisions.

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.	Improve Academic Performance	1.	OST activities align academically with school day	09/06/2016	07/31/2017
		2.	Provide prescriptive tutoring and homework help	09/06/2016	07/31/2017
		3.	Provide engaging project based- learning experiences	09/06/2016	07/31/2017
		4.	Adapt instruction to meet student needs	10/10/2016	07/31/2017
		5.	Evaluate performance to improve quality of activities	09/26/2016	07/31/2017
2.	Improve Attendance	1.	OST activities and services circulated widely	08/01/2016	07/31/2017
		2.	Provide innovative fitness & wellness activities	09/06/2016	07/31/2017
		3.	Activities reflect student/family voice and choice	09/06/2016	07/31/2017
		4.	Activities and services expanded to meet needs	10/10/2016	07/31/2017
		5.	Consistent student/staff/parent communication	09/06/2016	07/31/2017
3.	Improve Behavior	1.	OST activities align with PBIS/SEL strategies	09/06/2016	07/31/2017
		2.	Sports focus on cooperative groups and team building	09/06/2016	07/31/2017
		3.	Students' and families' engaged in active learning	10/10/2016	07/31/2017
		4.	Increase in ELP, self-esteem, and self-confidence	10/10/2016	07/31/2017
		5.	Students' & families' increased involvement in school	10/10/2016	07/31/2017
4.	Improve Promotion Rates	1.	Intentional student recruitment	08/01/2016	07/31/2017
		2.	Provide prescriptive tutoring and homework help	09/06/2016	07/31/2017
		3.	5E's incorporated into activity lesson plans	09/06/2016	07/31/2017
		4.	Family Academic Nights specific to the learning gaps	09/14/2016	07/31/2017
		5.	Continuous implementation of best practices	09/26/2016	07/31/2017
5.	Improve Graduation Rates	1.	SAT prep curriculum integrated into OST activities	09/06/2016	07/31/2017
		2.	Writing Center linked with Huston-Tillotson University	09/12/2016	07/31/2017
		3.	Provide virtual & on-site college visits and career fairs	10/10/2016	07/31/2017
		4.	Provide data-driven instruction and tutoring	09/06/2016	07/31/2017
		5.	Involve students and parents in decision making	09/06/2016	07/31/2017

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 26-1609474	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.

Performance feedback and continuous improvement are an integral part of EAPrep's daily operations, and will also be for **Project AIM**. As such, **Project AIM** and EAPrep will work in partnership to monitor the goals and objectives in order to ensure efficient and effective program implementation. EAPrep's current control functions include on-going planning, staff supervision, financial accountability, communications, data collection, reporting, resource sharing, evaluation, and management of information. These processes ensure the delivery of accessible, quality, coordinated and culturally relevant services to those most in need. In order to meet goals and objectives, EAPrep staff, faculty and administration 1) meet regularly; 2) assess student, staff, parent, and faculty satisfaction quarterly through personal interviews, anonymous surveys, and focus groups; 3) monitor disciplinary and academic performance of students quarterly; and 4) continuously review campus and evaluation data in relation to achieving proposed outcomes. In the event that deficiencies, issues, barriers, or problems are identified, this is shared among EAPrep staff, faculty and administrators, and an action plan to address any issue is developed. Changes are documented and communicated to administrative staff, teachers, students, and parents through informative emails, hard copy letters/memos, and/or announcements made at staff meetings, program activities, and family engagement events. Changes are routinely revisited to ensure their effectiveness. In the event that changes are not supporting the attainment of goals and objectives, EAPrep key staff meet again to develop an alternative plan of action. In the case of **Project AIM**, in order to ensure the attainment of goals, objectives, and program compliance, the following areas will be monitored internally: 1) activities and services at the center; 2) participant attendance toward performance goals and outcomes for regular attendees; 3) staff performance evaluation and development; 4) data entry and security processes; and 5) spending and progress toward budget.

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.

EAPrep understands the importance of sustaining effective and much needed programs, particularly when the programs directly affect the success and futures of the children in this impoverished community. EAPrep is committed to ensuring that resources are leveraged to support the sustainability of **Project AIM**. As possible, EAPrep will leverage additional resources within the district, including federally funded U.S. Department of Education initiatives, to maximize high quality programming and service delivery. All resources will supplement, not supplant local, state, or federal expenditures or activities. EAPrep will further solicit the ongoing support of key partnering agencies in sustaining 21st CCLC programming and will seek grant support from local, federal, state, and private resources that may be utilized to sustain the program over time. The **Project AIM** sustainability plan includes the following strategies: 1) EAPrep's development team will immediately begin efforts to research and identify additional corporate, foundation, and government grant funding opportunities to sustain this program; 2) EAPrep staff will work with its collaborating partners to create a marketing and fundraising campaign through which successes will be highlighted and disseminated through various media outlets to attract potential funders; 3) EAPrep will host philanthropic engagement events, such as a **Project AIM** open house, to showcase the program and solicit future funding from both individual, corporate, and foundation donors; 4) Southwest Key Programs (SKP), a key partner in this initiative, will include EAPrep and **Project AIM** as an eligible 'funding area' in the SKP employee giving campaign; 5) EAPrep will look to other similar opportunities to appear as an option for employee giving and employee volunteer campaigns; and 6) EAPrep will look to its partners to pull resources to financially support **Project AIM**. To make a strong case for funding, the marketing campaign will demonstrate promising practices and effective results as captured through a strong evaluation which measures program effectiveness on student achievement.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 26-1609474	Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Development and Implementation of Logic Model(s)	1.	Logic models, questions, theory of action used to revise activities/services
		2.	Activities are aligned with resources, implementation and outcomes
		3.	Outputs effect outcomes and make an impact on campus & community
2.	Regular Meetings with Project Staff	1.	Staff handbook for Policy and Procedures created, shared, discussed
		2.	Staff training & development impacts instruction & facilitation of activities
		3.	Accountability increases, staff/ teacher morale boosted, students engaged
3.	Attendance and Achievement Data Collection	1.	STAAR/EOC, SAT scores increase, TELPAS levels of ELLs increase
		2.	# of students and families participating in activities and services
		3.	Increase in students' grades, attendance, graduation; improved behavior
4.	Structured and Unstructured Observations of Program Activities	1.	Staff training & development impacts instruction & facilitation of activities
		2.	Satisfaction levels & feedback from students, families & staff increases
		3.	Self- assessment/ reflection by staff (after each observation) increase
5.	Surveys of Students, Parents, Teachers, Staff	1.	Student, family, staff & partners satisfaction levels and feedback increase
		2.	Activities & services align with student/family voice and choice
		3.	Students' & families' increased sense of involvement in school

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.

EAPrep is committed to providing its students and families with the highest quality of education and support services. As such, EAPrep will follow an evaluation design to assess the effectiveness of **Project AIM** activities, and measure the progress toward program goals. A comprehensive evaluation will be also be conducted by an independent evaluator firm, EGT Institute, Inc., that was not involved in the writing of this grant or in the design of this project. Evaluation results will be used to refine, improve, and strengthen the program. A logic model (s) will be created to represent the primary components of **Project AIM** and demonstrate the connections between the resources, activities, and outcomes. Significantly, the logic model will depict the theory of action or change behind **Project AIM,** to directly inform program planning, evaluation, communications, and program management. Program logic models will be discussed in regular staff meetings. The logic model(s) will be used as a tool to track program implementation and to monitor continuous program improvement. Connecting with the EAPrep school day teachers, staff, and administration is central to **Project AIM.** Regular meetings will take place between **Project AIM** staff, EAPrep teachers, administration, parents, volunteers, partners/ contractors and community stakeholders. Regular staff meetings are a core component of the evaluation process. Regular staff meetings promote consistent communication, critical thinking and problem solving, staff accountability and morale, and provide a forum to examine the effectiveness of project strategies, review program accomplishments, determine the need for change, and plan program adjustments. Qualitative and quantitative data collection will include (in compliance with FERPA): 1) surveys of students, parents and teachers; 2) daily participation logs; 3) type of activities: topics, hours, frequency, and participation rates; 4) number of students and parents served through each activity; 5) records of participating students' performance in reference to academic performance, attendance, promotion rates, and disciplinary actions; and 6) structured and unstructured observations of activities and services by **Project AIM** staff, teachers, partners, school administrators, and external evaluator. Ongoing evaluation will ensure that **Project AIM** effectively achieves its goals and measurable objectives in a timely manner. As problems are identified, **Project AIM** staff, EAPrep staff and administrators, the Community Advisory Council, and the external evaluator will make recommendations for improvements. **Project AIM** Progress Reports will be created from these evaluation methods/ process and will be shared in both English and Spanish through EAPrep and partners' websites, newsletters, and email list serves to communicate program success and identify areas of need and/or improvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 26-1609474	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.

Daily Afterschool Activities: Project AIM programming will operate 3 hours after school, Monday through Thursday (12 hours /week), throughout the fall and spring semesters for 31 weeks. Activities will engage students in active learning through innovative, evidence-based instructional techniques, academic supports, and behavioral interventions. TEKS aligned interventions will be designed to improve students' benchmark, STAAR scores, and overall grades in Math, English/Language Arts, and other core subjects. **Project AIM** activities will align with the school day, and address academic assistance (prescriptive tutoring, homework help, Writing Center, ELL book clubs, ELL Academic-a-thons); college/workforce readiness (SAT prep, Robotics and Coding clubs, financial planning, college/ career counseling/ speakers/fairs); and enrichment (sports, dance, music, home economics, pep squad, leadership training, SEL/PBIS gender specific groups). **Saturday Institutes (Students & Families): Project AIM** Saturday Institutes will be held once a month from 9:00 am – 12:00 pm throughout the 31 week fall/spring semesters. The activities and services will be aligned with student and family voice and choice, and will include family literacy, parenting skills, leadership development/advocacy, financial literacy, STEAM, and fitness and nutrition classes. Youth will also participate in expanded academic assistance, college/ workforce readiness and enrichment activities (intramural sports with STEM, SAT prep, Innovation Lab). Parents and families will participate in Parent University. **College-Bound Summer Academy:** The **Project AIM** innovative and engaging College-Bound Summer Academy will operate for 6 weeks from 8:30 am – 3:30 pm, Monday through Thursday, and will offer academic assistance, college/ workforce readiness, enrichment activities, and family and parental support services. Program offerings will include STEP up to STEM (Summer Transitional Enrichment Program), JumpStart (language development program), *Escalera* program (NCLR), Innovation Lab (NCLR), Family Academic Nights, and Parent University. **Transportation:** Students will be directly dismissed from their school day to **Project AIM** located on their home EAPrep MLK campus. **Project AIM** staff will work with school day staff to establish a protocol to ensure a smooth and safe transition at dismissal. Students are required to sign-in and sign-out of each activity in order for accurate attendance to be maintained by **Project AIM** staff. **Project AIM** will obtain the necessary parental consent that includes the selection of transportation for their children. Bus transportation will be provided at the end (7:00 pm) of the daily (M-TH) afterschool activities.

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.

EAPrep, in collaboration with Better Bodies; Boys & Girls Club; East Austin Children's Promise/Southwest Key Programs (SKP); EdPoint, LLC; Educational Insight, Inc.; Huston-Tillotson University; Learning Fun 101; and National Hispanic Institute are committed to increasing community awareness and encouraging local support for **Project AIM**. Collectively, our organizations will implement an extensive marketing and community outreach initiative to disseminate information about the program which will include the following: 1) utilizing the district website and those of collaborating organizations to promote Texas ACE and **Project AIM** programming, center location, hours of operation, and contact information; 2) creating and distributing informational flyers, brochures, and the district newsletter to students, parents, caregivers, teachers, and the community; 3) distribution of program information through neighborhood canvassing; 4) public service announcements and press releases; 5) posting of information in local newspapers; 6) announcements and presentations at EAPrep new student/parent orientation; and 7) at monthly district-wide Board and parent meetings. To further ensure accessibility to all community members, large informational signs will be posted throughout the neighborhood and local community to promote **Project AIM. Project AIM** staff will play a critical role in community-wide dissemination of information, as well as in student recruitment efforts by making presentations at various school events and functions including PTA meetings, Back to School Night, student assemblies, in-school announcements, and all staff meetings. **Project AIM** will utilize announcements, letters to the parents, and personal invitations to students and parents to further disseminate community learning center information. Upon program commencement, the **Project AIM** staff will regularly communicate program information through: 1) online information including a monthly e-newsletter calendar of activities and events; (2) a quarterly newsletter which will be distributed to the community and to all students/parents; and 3) quarterly reports to the EAPrep Board of Directors detailing program progress. All communications designed to reach students, parents, and family will be created in both English and Spanish formats to ensure that all community members can access the information.

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

Project AIM is specifically designed to support students identified in most need of academic assistance with a wide range of engaging academic supports and enrichment activities. Identified students will receive supplemental afterschool, weekend, and summer academic support incorporating research-based curricula and interventions. To ensure the academic success of participating students and support student academic achievement, **Project AIM** is aligned with the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). One of our identified academic needs is to improve the English language proficiency of English language learners. Project AIM will provide targeted activities to reach ELLs that align with and connect the Texas English Language Proficiency Standards (ELPS) and Texas English Language Proficiency Assessment System (TELPAS). **Project AIM** offers opportunities beyond the regular school day for students to participate in academic assistance, college and workforce readiness, family and parental support services, and enrichment activities. Activities are designed to support students in meeting academic achievement standards in core academic subjects, and are designed to reinforce and complement the regular academic program of participating students. To improve academic achievement **Project AIM** will: 1) Provide targeted, TEKS aligned (and ELPS aligned for ELLs), research- based academic interventions and prescriptive tutoring afterschool to the students identified in most need of academic support; 2) Provide Saturday Institutes to engage parents and students in supplemental learning opportunities; and 3) provide an innovative, fun, and educational 6 week College Bound Summer Academy to support continued learning and minimize summer learning loss. The proposed activities reflect EAPrep's Campus and Community Needs Assessments. To ensure that **Project AIM** continuously provides students and families with activities and services that improve campus and student academic achievement, the activities will be intentionally designed and continually evaluated using campus data, targeted student needs, and family and student voice and choice.

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.

To ensure the most effective use of public resources, **Project AIM** will be coordinated with numerous ongoing federal, state, and local school-based academic, social, cultural, physical and well-being programs. EAPrep is a recipient of federal grants from the U.S. Department of Education (USDOE). The Full-Service Community Schools Program (FSCS) awarded for 2013-16 provides academic, social, and health services for students, their families, and the East Austin community in order to improve the educational outcomes for children. The Innovative Approaches to Literacy Program (IAL) was awarded to Project RISE (Reading to Improve Success in Education) for 2014-16 to increase the literacy skills of children and students at five sites in Austin. Additionally, the Elementary and Secondary School Counseling Program was awarded to Project LEAD (Linking Education to Adolescent Development) for 2015-18 to contribute to the personal growth, educational development, and social-emotional well-being of EAPrep students through a counseling program. Furthermore, **Project AIM** will coordinate with the ongoing EAPrep National Council of La Raza (NCLR) programs: *Escalera*, which focuses primarily on providing students with 21st century applied skills for academic, college and career success; *Padres Comprometidos*, which focuses on parent engagement in creating a strong connection between school and parents; and Innovation Lab, that focuses on social entrepreneurship and includes a curriculum comprised of flexible STEM lessons. EAPrep is the cornerstone of a larger local program and community effort known as the East Austin Children's Promise (EACP), an initiative of Southwest Key Programs (SKP). The EACP provides a wide range of wraparound services to young people and their families, including youth and adult education (ESL & GED), job training, health and wellness activities, financial literacy, basic needs assistance, and more. Southwest Key Programs (SKP) provides transformative education, innovative safe shelters, and alternatives to incarceration for over 6,000 youth each day in six states, while creating opportunities for their families to become self-sufficient. The aforementioned programs will be coordinated with **Project AIM** to increase academic, college and workforce readiness, family and parental support, and enrichment resources for students, their families, and community.

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

Project AIM has been designed specifically utilizing the principles of effectiveness described in the authorizing statute. To determine the need for this out-of-school program, EAPrep administrators and staff evaluated data from several key assessments, instruments, and surveys including campus data, student level proficiencies and deficiencies, and student and parent voice. Campus level data such as TEA 2014-15 TAPR, TEA 2015 Accountability Ratings, TEA SRC, TEA TELPAS, TEA PEIMS, EAPrep's 2014-16 CIP, EdClick Discipline Tracking System, and Attendance Reports were also evaluated. Student level proficiencies and deficiencies were identified through the evaluation of data from benchmark assessment results as well as other formative assessments (Stanford 10). Finally, student and parent voice data was collected through surveys administered to students, parents and teachers, and student and family focus groups. The proposed activities are based on an objective set of measures designed to ensure the highest quality academic enrichment opportunities for participating students and families. The proposed **Project AIM** activities have been developed across the four core components: Academic Assistance; Enrichment; College and Workforce Readiness; and Family and Parent Support Services. Furthermore, the activities align with the U.S. Department of Education measures of effectiveness, the Texas Essential Knowledge and Skills (TEKS), and will expand and enhance learning in order to ensure that the ACE grant objectives are met to: 1) Improve academic performance; 2) Improve attendance; 3) Improve behavior; 4) Improve promotion rates; and 5) Improve graduation rates. **Project AIM** was designed utilizing scientifically based research that provides evidence that the proposed out-of-school activities will improve academic and behavioral outcomes. For example, the Afterschool Alliance "Evaluations Backgrounder" provides a summary of formal evaluations of afterschool programs' impact on academics, behavior, safety and family life. The summary indicates that high-quality afterschool programs positively influence measures of student academic achievement as well as impacting the behavior and discipline of students and alleviating parents' concerns about the safety of their children (Afterschool Alliance 2015). Likewise, the 2013 book, *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success* demonstrates through an impressive compilation of research and practice the affective influence of quality OST programming (including 21st CCLCs) on students, families, schools and communities (Peterson, ed. 2013). One of the articles in this edited volume written by Kristin Nafziger and Candace M. Ferguson focuses on Texas ACE programs and the positive impact of these centers on participating student performance in recent years. The research demonstrates that participation in an ACE program for student in grades 9-10 was associated with higher scores in reading/English language arts and mathematics on the TAKS (Nafziger and Ferguson 2013). Furthermore, the research argues that program quality makes a significance difference in the success of community learning centers, as do connections with other organizations within the community (Nafziger and Ferguson 2013). **Project AIM** staff will collect program data and report on all additional TEA required mandatory performance measures. Local data will be collected by **Project AIM** staff on a daily/ weekly basis. The Administrative Assistant will enter data on a daily/weekly basis. The Project Director will review data by conducting exception reports on a monthly basis to ensure accuracy and timeliness. Meetings will be held with **Project AIM** staff on a weekly/monthly basis to review data, reflect on program goals and objectives, and create plans of action and/or program adjustments to meet measures of effectiveness.

<u>Works Cited</u>:

Afterschool Alliance, "Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool programs' Impact on Academics, Behavior, Safety and Family Life," Afterschool Alliance, March 2015, accessed February 25, 2016, http://afterschoolalliance.org/documents/Evaluation_Backgrounder.pdf.

Nafziger, Kristin and Candace M. Ferguson, "Texas Afterschool Centers on Education (ACE): Achieving Positive Results and Preparing Texas Students for College and the Workforce," in *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*, ed. Terry K. Peterson (Washington D.C.: Collaborative Communications Group, 2013), accessed February 22, 2016. http://www.expandinglearning.org/expandingminds/article/texas-afterschool-centers-education-ace-achieving-positive-results-and

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

x Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity. **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

EAPrep has a diverse collaborative history, particularly in out-of-school time programming. EAPrep has partnered with numerous community- based organizations, public, and private entities in the operation of during and out-of-school programs for nine years (since its inception in 2008). EAPrep will continue with successful partnerships, and amplify the established working relationships with community-based organizations. **Project AIM** will enlist the support of the following organizations for their resources and expertise in delivering innovative and research- based academic, college and workforce readiness, family and parental support, and enrichment activities and services for students, their families, and community: Better Bodies; Boys & Girls Club; EdPoint, LLC; Educational Insight, Inc.; Huston-Tillotson University; Learning Fun 101; and National Hispanic Institute. Better Bodies will provide health and wellness related activities and services. The Boys and Girls Club will support the operation of academic assistance and enrichment activities and services. EdPoint, LLC will provide family and parental support services through the creation of academic modules to be used in Parent University and Family Academic Night. Educational Insight, Inc. will provide PBIS/SEL centered activities and services for students and their families. Huston-Tillotson University will support the operation of the Writing Center through its Writers' Studio. Learning Fun 101 will provide LEGO Robotics, Engineering and STEAM activities. The National Hispanic Institute (NHI) will support the operation of college and workforce readiness activities and services through its respected leadership programs, such the Great Debate and Lorenzo De Zavala Youth Legislative Session (LDZ).

Project AIM will coordinate with the ongoing EAPrep partnership with the National Council of La Raza (NCLR) and three of their programs: *Escalera*, which focuses primarily on providing students with 21st century applied skills for academic, college and career success; *Padres Comprometidos*, which focuses on parent engagement in creating a strong connection between school and parents; and Innovation Lab, which focuses on social entrepreneurship and includes a curriculum comprised of flexible STEM lessons. Furthermore, **Project AIM** will coordinate with the ongoing collaboration between and the Austin Soundwaves Program. EAPrep was chosen by the Hispanic Alliance for the Performing Arts (HAPA) to pilot their Austin Soundwaves Program. The program is based on the world renowned intensive youth music education program known as El Sistema, which emphasizes training in orchestral music for children. The Just Keep Living Foundation will also offer in kind activities and services in coordination with **Project AIM**. The Just Keep Living Foundation provides the East Austin and EAPrep community with fitness and wellness programs that focus on the body and mind connection. Likewise, EAPrep is the cornerstone of a larger local program and community effort known as the East Austin Children's Promise (EACP), an initiative of Southwest Key Programs (SKP). The EACP is an ambitious neighborhood revitalization and community development effort to improve the East Austin community and enhance the lives of its residents through numerous education, social, employment, health, and well-being programs. The EACP coordinates a pipeline of services in partnership with over 25 organizations in and around East Austin. **Project AIM** will seek to coordinate with EACP's services and activities that meet the identified needs of the afterschool program.

These partners and community- based organizations will continue to build their working relationships with EAPrep staff and administration, in addition to the proposed **Project AIM** staff, by participating in ongoing training and development, regular meetings, and project evaluation. The East Austin Academia, the local education agency, will serve as the fiscal agent for **Project AIM**. EAPrep will host the Center site at its Secondary School (grades 7-12) at 5800 E. Martin Luther King Jr. Blvd. in Austin, Texas. The partners, Better Bodies; Boys & Girls Club; EdPoint, LLC; Educational Insight, Inc.; Huston-Tillotson University; Learning Fun 101; and National Hispanic Institute will report to **Project AIM** staff and EAPrep administration regarding program activities, successes, barriers, and overall program evaluation.

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

In our community needs assessment, we considered academic support, college and workforce readiness, English language proficiency, health and wellness awareness, socio-cultural enrichment, and the resources and materials to provide these needs to students, their families, and the community. We also considered the population demographics and the community cultural and social characteristics. We determined the data available in both new and existing data sets that would support our anticipated needs of students and community members. To collect new data, we designed surveys to identify the most prominent needs, and to gauge the relevance and interest of students, teachers and parents in specific activities and opportunities that may be offered to meet needs. From this data, and by following the ACE Blueprint Needs/ Asset Inventories and mapping process, we were able to identify a community needs list, as well as a community assets list. We mapped the community needs to current resources and came up with programming strategies to meet the needs of the community population (and potential ACE participants), and to maximize the use of local resources. For this project, an examination of resources already available in this community was conducted via asset mapping to: 1) prioritize pressing needs; 2) avoid duplication of other projects with similar activities; and 3) leverage and maximize the resources within this community. The following is a summary of the available resources for the proposed **Project AIM** community learning center. EAPrep is the cornerstone of a larger local program and community effort known as the East Austin Children's Promise (EACP), an initiative of Southwest Key Programs (SKP). The EACP is an ambitious neighborhood revitalization and community development effort to improve the East Austin community and enhance the lives of its residents through numerous education, social, employment, health, and well-being programs. Southwest Key Programs (SKP) provides transformative education, innovative safe shelters, and alternatives to incarceration for over 6,000 youth each day in six states, while creating opportunities for their families to become self-sufficient. In 2007, to increase the education and employability skills for East Austin residents, SKP constructed a 30,000 square-foot state-of-the-art 21st century community facility, *El Centro de Familia*, in the impoverished Govalle/ Johnston Terrace neighborhood of East Austin. In 2011, SKP completed the construction of the Social Enterprise Complex which serves as a venue for jobs skills training, workforce development, and job creation. **Project AIM** will have access to these facilities and resources. EAPrep is a recipient of federal grants from the U.S. Department of Education (USDOE), including the Full-Service Community Schools Program (FSCS), the Innovative Approaches to Literacy Program (IAL), and the Elementary and Secondary School Counseling Program. **Project AIM** will be integrated with these three federal school-based academic, educational, social, mental health, physical and well-being programs. Furthermore, **Project AIM** will coordinate with the ongoing EAPrep National Council of La Raza (NCLR) programs: *Escalera*; *Padres Comprometidos*; and Innovation Lab. Ongoing EAPrep and the East Austin community enrichment activities available to **Project AIM** include the Austin Soundwaves Program and the Just Keep Living Foundation. EAPrep was chosen by the Hispanic Alliance for the Performing Arts (HAPA) to pilot their Austin Soundwaves Program. The program is based on the world renowned intensive youth music education program known as *El Sistema*, which emphasizes training in orchestral music for children. The Just Keep Living foundation provides the EAPrep community with fitness and wellness programs that focus on the body and mind connection. Available human resources include: EAPrep Superintendent, Dr. Salvador Cavazos; EAPrep Business Manager, Kathy Pham; EAPrep Assistant Superintendent for Curriculum and Instruction, Jaime Huerta; EAPrep Principal, Dr. Ruben Peña; EAPrep Parent Coordinator, Bernardo Diaz; EAPrep Board of Directors; EAPrep highly qualified teachers; East Austin Community Advisory Council; and East Austin Children's Promise staff. The proposed activities and services are designed to meet the community needs and make use of the available resources. The five highest- priority "Identified Needs" are: 1) improve academic performance; 2) improve college and career readiness; 3) improve English language proficiency of English language learners; 4) increase health and wellness awareness; and 5) increase parent and community involvement. **Project AIM** activities are designed according to the needs assessments and three data sets: 1) campus data; 2) targeted student needs; and 3) student and family voice and choice. Likewise, in aligning the proposed activities to the five identified needs we designed activities around a "SMART" goal (specific, measurable, achievable, relevant and time-bound) to meet each need. Hence, we are proposing activities and services that complement the school day, apply current resources, and are engaging, innovative, and grounded in research- based practices.

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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.

Project AIM will incorporate research-based best practices in the design of the proposed activities and services. As such, **Project AIM** activities and services will: 1) **Align with the school day:** All OST activities will align with the TEKS, school-day curricula, the East Austin Academia district academic goals, and the EAPrep Campus Improvement Plan. The **Project AIM** staff will develop lesson plans that focus on research-based strategies, content integration and TEKS alignment (and ELPS for ELL learners); 2) **Maximize participation and attendance**: Recruitment and retention efforts will be consistent and continuous. The Family Engagement Specialist will be paramount to the success of this strategy; 3) **Meet individual and small group needs:** Strategies will be implemented to target a small group of students with a specific need(s), and the lesson plans will be designed and instructors will be trained on curriculum that is targeted to meet the students' need(s); 4) **Provide engaging experiences:** All instruction is designed to be innovative, hands-on, and fun, while teaching students applicable skills that will improve academic performance; 5) **Evaluate performance and increase program quality:** **Project AIM** will utilize assessment data (including curriculum-embedded assessments, district benchmark scores, attendance rates, behavior data) to align programming to meet student needs and to improve instruction to achieve intended outcomes. Although EAPrep is a young charter school established in 2008, the school and district have already demonstrated promise for success in providing educational programming and activities that enhance academic performance and achievement. EAPrep has previous experience operating a 21st Century Community Learning Center, as it was awarded funding in Cycle 8 for Project CLASS, which serves grades 2-6 students and families at the EAPrep Jain Lane campus. Project CLASS increased attendance and core grades for regular students from Year 1 to Year 2 (with an increase of 242% in participation from year 1 to 2). Furthermore, EAPrep has extensive experience in the coordination and management of state and federal grants that have met and/or exceeded required performance outcomes. EAPrep is currently managing three USDOE grants. EAPrep's leadership team has multiple decades of experience in providing educational activities that support academic performance and achievement.

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.

EAPrep values the knowledge, experiences, and support that volunteers of any age can bring to **Project AIM** – particularly senior volunteers. There is growing evidence that older adults excel as mentors and tutors. Research shows that to make a difference in young lives, the key factors are patience, taking the time to listen to children while avoiding the impulse to offer quick solutions, and the capacity to show up consistently – virtues often displayed by senior individuals (Adler 2002). Additionally, many of our students are being raised by their grandparents and have valuable input and feedback regarding their grandchildren's education. As such, **Project AIM** will readily welcome and solicit the volunteer support of senior individuals. **Project AIM** will train qualified senior individuals to be effective volunteers during afterschool activities with both students and parents. EAPrep and collaborating partners will recruit senior volunteers from a wide range of organizations such as the Retired Teachers Associations, Lions Club members, church volunteers, and current volunteers who are providing services at EAPrep or through partner organizations. Senior volunteers will be trained in evidence-based after-school support strategies. Senior volunteer activities may include, but are not limited to: student tutoring and homework; storytelling and reading support; student writing projects; and the coordination of enrichment activities, family engagement events, and the College Bound Summer Academy. Senior volunteers may serve as chaperones during field trips and may assist staff in the transition of students from school to **Project AIM** during afterschool hours. Interested senior volunteers may also assist with fundraising and development activities such as mail-outs, staffing and coordination assistance of philanthropic events, and community outreach and marketing of **Project AIM.**
Adler, Richard P., "Engaging Older Volunteers in After-School Programs," San Francisco: Civic Ventures, October 2002.

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

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

EAPrep understands the importance of sustaining effective and much needed programs – particularly when the programs directly affect the success and futures of the children in this impoverished community. As such we are committed to sustaining the community learning center after funding under this program ends. The **Project AIM** implementation team has come up with a plan for sustainability that includes the following strategies: 1) EAPrep's development team will immediately begin efforts to research and identify additional corporate, foundation, and government grant funding opportunities to sustain this program; 2) EAPrep staff will work with its collaborating partners to create a marketing and fundraising campaign through which successes will be highlighted and disseminated through various media outlets to attract potential funders; 3) EAPrep will host philanthropic engagement events, such as a **Project AIM** open house, to showcase the program and solicit future funding from both individual, corporate, and foundation donors; 4) Southwest Key Programs (SKP), a key partner in this initiative, will include EAPrep and **Project AIM** as an eligible 'funding area' in the SKP employee giving campaign; 5) EAPrep will look to other similar opportunities to appear as an option for employee giving and employee volunteer campaigns; and 6) EAPrep will look to its partners to pull resources to financially support **Project AIM**. To make a strong case for funding, the marketing campaign will demonstrate promising practices and effective results as captured through a strong evaluation which measures program effectiveness on student achievement. Provided below is a projected annual timeline for the proposed sustainability plan:

Month	Activity	Month	Activity
September 2016	Promote Tx 21st CCLC grant award through various media outlets	October 2016 – August 2017	Host philanthropic events and fundraising events
September 2016 – August 2017	Research, identify, and apply for external grant opportunities	September 2016 – August 2017	Approach corporations to get on 'employee giving' campaigns
December 2016 – August 2017	Work with partners to create marketing and fundraising campaign	January 2017 – August 2017	Work with partners to pull resources to sustain program

A letter of support from the East Austin College Prep Academy Board of Directors with original signatures is included. The letter outlines the challenges the community faces, and the ways in which the Board and East Austin community stakeholders will support the sustainability of **Project AIM**.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plan for seeking continuous feedback and involvement from community stakeholders: Community collaboration and involvement are essential components in the development of a successful afterschool, community-based program. EAPrep will develop the **Project AIM Community Advisory Council** – a group of key community partners and stakeholders with a vested interest in the ultimate success of this program. Through its experience with federally-funded educational grants, EAPrep has a strong history of working in partnership with service organizations, systems agencies, artistic and recreational programs, and other community-based organizations throughout Austin, Texas. Many of these organization are also key stakeholders in the implementation of **Project AIM**. EAPrep plans to call upon these collaborating community partners and stakeholders to provide the highest quality of engaging out-of-school activities and services for **Project AIM** student and family participants. EAPrep administrators and **Project AIM** staff will regularly solicit involvement of the **Project AIM Community Advisory Council** in service delivery. As previously described, stakeholders will be asked to provide key and unique resources offered by each of their organizations to **Project AIM** participants. For example, the Boys & Girls Club will provide academic support, enrichment and recreational opportunities to the program. At the same time, **Project AIM** staff will solicit continuous feedback from stakeholders through regular surveys and **Project AIM Community Advisory Council** conference calls and meetings. On occasion, Advisory Council members may also be asked to visit and/or participate in **Project AIM** activities, provide assistance and guidance to students and parents, and to witness program effectiveness and provide suggestions for improvement. These impromptu visits will allow organizations to become more closely involved with the communities, residents, and students. In the event that concerns are raised, **Project AIM** staff will immediately address the issues and incorporate suggestions and recommendations to enhance **Project AIM** programming. Regular feedback will be systematically utilized in evaluation data, decision making, and marketing to determine if the Texas ACE Program is effectively serving to the community at large.

Key stakeholders and organizations: As previously mentioned, EAPrep has already developed relationships with numerous community-based organizations, service providers, and stakeholders through its current during and out-of-school programs and federally funded grants, and including, but not limited to: Better Bodies; Boys & Girls Club; EdPoint, LLC; Educational Insight, Inc.; Huston-Tillotson University; Learning Fun 101; National Hispanic Institute, National Council of La Raza, Austin Soundwaves, Just Keep Living, and Southwest Key Programs. Furthermore, EAPrep and **Project AIM** will solicit the support of additional concerned and interested adults, parents, community leaders, law enforcement, private business, journalists, and others, to discuss programmatic issues of concern and success. These individuals will also be asked to participate in the **Project AIM Community Advisory Council**.

Stakeholder involvement in creating program awareness, evaluating program effectiveness, and sustainability: Stakeholders will be requested to actively support program awareness throughout the community by participating in an extensive marketing and outreach campaign. Partners will be asked to assist in fundraising efforts and community outreach initiatives by disseminating newly developed **Project AIM** marketing materials. Stakeholders will promote the program throughout the community through a variety of measures including: direct mail to families of students; advertisements via various social media outlets (partner websites, Twitter, Facebook, etc.) and through local newspapers; presentations at meetings of community and partner organizations; door-to-door canvassing of neighborhoods; information booths at community events, recreation centers, and sports complexes; and Open House sessions in which interested families can visit the school and meet students and teachers. Stakeholders will also be asked to provide in-kind support through services (as possible) and will also be enlisted to support the evaluation of program effectiveness by visiting the program and providing regular feedback and suggestions for improvement.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 26-1609474	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.

East Austin Academia, a local education agency, will be the lead and fiscal agent of **Project AIM**. East Austin College Prep (Grades 7-12), located at 5800 E. Martin Luther King Blvd in Austin, Texas will serve as the Center site. Dr. Salvador Cavazos, Superintendent of Schools for East Austin Academia, will oversee all Texas ACE activities and will provide program supervision, support, and guidance to **Project AIM** staff. Dr. Cavazos is a highly experienced and qualified leader who will devote 5% of his time to the project. To maintain accountability, relationships, and ensure full implementation of the program, Dr. Cavazos will work closely with the EAPrep Assistant Superintendent for Curriculum and Instruction, Secondary School Principal, Business Manager, Teachers, and the **Project AIM** Project Director, Family Engagement Specialist, and Administrative Assistant in program development, implementation, and monitoring. To ensure the program is effective, a high level of communication among staff, partners, school personnel, parents, students and community will be implemented, including weekly meetings to review program progress, outcomes and areas needing improvement. **Project AIM** staff will provide monthly reports to the Project Director detailing status, pre/post-results, and progress towards objectives. In addition, representatives from the **Project AIM** Community Advisory Council, partners, key stakeholders, EAPrep administration, teachers, evaluator, and parents will meet quarterly and play a critical role in the planning, implementation, monitoring, evaluation, and sustainability of **Project AIM.**

Management Plan: With experience in overseeing federally-funded USDOE educational grants, and the ACE Program at Jain Lane, Project CLASS (Cycle 8), the East Austin Academia and EAPrep are well adept at managing large educational programs, coordinating service delivery, and adhering to federal and state requirement while ensuring and providing high-quality programming for its participants. As such, EAPrep has established a comprehensive management plan that will include all the necessary management elements and control functions to ensure an effective and efficient program. These elements will include ongoing planning, financial accountability, human resource management, data management, continuous performance monitoring, evaluation, and routine reporting of progress to all stakeholders.

Operational Plan: EAPrep will also implement an operational plan which will include the routine input of EAPrep administrators, campus staff, **Project AIM** staff, **Project AIM Community Advisory Council** members, and additional key stakeholders. Routine feedback will be utilized regularly to refine, evaluate, and oversee the program activities to ensure strategies and objectives are accomplished as planned. The Project Director will also establish a **Project AIM** Campus Leadership Team which will include the participation of EAPrep administration, teachers, curriculum and data specialists, center staff, community parents, and students. Information and program feedback will also be solicited from this team to support continuous program improvement and optimal service delivery. To ensure adherence to TEA grant requirements, the **Project AIM** Director, Family Engagement Specialist, and Administrative Assistant will attend grants management training as required by TEA.

Program and Fiscal Monitoring: The **Project AIM** Project Director will establish and utilize a timeline as a guide to ensure the timely implementation of program services and achievement of outcomes. The timeline, outcomes, and program data will be reviewed monthly with key EAPrep administrators, **Project AIM** staff, and project campus leadership team monthly, as well as with the Community Advisory Council and key stakeholders quarterly, to review program strengths, deficiencies, and appropriately guide effective decision-making. When milestones are not met, the teams will develop an action plan. The Project Director will also work with the EAPrep finance department to track and oversee project expenditures. This will include monthly meetings with the finance department, or more often as needed, to review actual expenditures against proposed costs and to implement program revisions when appropriate to maximize resources.

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

County-district number or vendor ID: 26-1609474	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: East Austin College Prep Academy		
9 digit campus ID#	227824-002	**Distance to Fiscal Agent (Miles)**	2.47
Grade Levels to be served (PK-12)	7-12		

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:	150
Number of Adults (parent/ legal guardians only) to be served:	100

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

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

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

Center Number: 2	Center Name:		
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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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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County-district number or vendor ID: 26-1609474	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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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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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: 26-1609474	Amendment # (for amendments only):

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

Identifying students in most need of academic assistance: EAPrep administrators, faculty, and staff have made concerted efforts to ensure that the proposed project is aligned with the ACE Critical Success Model, and will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, 29.081 As such, **Project AIM** has been intentionally designed to identify, recruit, and retain students in most need of academic assistance. **Project AIM** will conduct a systemic selection and recruitment process of students identified to be at most need of academic assistance in core academic subjects as determined by grades in core subject areas, STAAR assessments, (pre-tests) preliminary diagnostic and benchmark assessments, and post- tests. Students will be referred to **Project AIM** by EAPrep administration, staff, classroom teachers, counselors, and/or parents, grandparents, or guardians. Referral forms will identify areas of special need(s) for each student based upon classroom and/or benchmark performance and additional testing data. The school district, East Austin Academia will use the student performance data resulting from the basic skills assessment instruments and achievement tests administered under Subchapter B, Chapter 39, to design and implement appropriate compensatory, intensive, or accelerated instructional services for students at the EAPrep Secondary campus that enable the participating students to be performing at grade level at the conclusion of the next regular school term.

Recruiting Students: EAPrep and its partners recognize the importance of engaging students and their parents to participate in afterschool programming. As such, EAPrep and **Project AIM** staff will implement an extensive marketing and outreach initiative to disseminate information and solicit information about the program. The purpose of the marketing and outreach initiative will be to attract and recruit students, increase program awareness, and encourage community support for the project. The primary recruitment of participants will be accomplished by student referrals from EAPrep classroom teachers, counselors, and administrators. Recruitment priority will be given to students: 1) needing the most academic assistance; 2) who have failed to perform satisfactorily in core subject areas; and 3) have failed or are at risk of failing the STAAR assessment. Recruitment strategies will include: 1) identifying students who are at risk of academic failure based upon the previous years' grades and STAAR scores; 2) inviting high-risk students to an introductory session on **Project AIM** activities; 3) conducting program outreach through classroom presentations; 4) disseminating project invitation letters and scheduling and providing parent meetings with students identified in most need of academic services; and 5) conducting presentations at parent open house sessions. A wide range of bilingual information will be disseminated to students, parents, teachers, and throughout the community via flyers, brochures, newsletters, school website, partner websites, and local television. This information will include details on the advantages of the afterschool program, student performance, and academic standards. EAPrep students may also become personally involved by promoting the program and speaking at local community groups to highlight and further market the program.

Retaining Students: To retain students, **Project AIM** will continuously offer engaging and fun enrichment activities to complement academic support. Additionally, **Project AIM** will regularly celebrate the academic successes of students so that they are constantly reminded that their hard work is proving beneficial to their academic careers. Finally, **Project AIM** will regularly communicate with and solicit student and parent feedback to ensure the program meets their needs.

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

Program Staffing: EAPrep recognizes the importance of staffing the **Project AIM** program with highly qualified and experienced personnel while, at the same time, ensuring sufficient staffing to support individual and small-group instruction for students with higher academic needs. The following positions outline **Project AIM** personnel:

Position	Position
1 Project Director (full-time, 40 hours/week)	3 Tutors (part-time, 10 hours/week, fall & spring)
1 Family Engagement Specialist (full-time, 40 hours/week)	3 Tutors (part-time, 20 hours/week, summer)
1 Administrative Assistant (part-time, 20 hours/week)	

The following positions will also support **Project AIM** implementation at no cost to the program: Superintendent at 5% effort; Assistant Superintendent for Curriculum and Instruction at 5%; and 1 EAPrep Secondary School Principal at 5%. The aforementioned staffing, which will be supported by volunteers, will result in maximum student to staff ratio of 22:1. All ACE Program staff and volunteers will be required to pass a criminal background check. In addition, all staff will comply with Executive Order 13513, "Federal Leadership on Reducing Text messaging While Driving".

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of EAPrep's performance goals is to provide a safe, secure, and conducive learning environment for all students and staff. Based on EAPrep's experience with out-of-school programming, including the Cycle 8 TX 21st CCLC, Project CLASS ACE Afterschool at Jain Lane, the Project AIM safety plan is refined and efficient. EAPrep takes the safety of students very seriously. As such, **Project AIM** has developed comprehensive policies and procedures regarding all aspects of student and campus safety including monitoring student attendance with sign-in and sign-out logs, first aid and CPR, accident reporting, student medications, student/staff ratios, campus lock-down incidents, student monitoring, and behavior management. **Project AIM** will use tools to monitor compliance with policies and procedures outlined in the ACE Safety Self-Assessment and the YPQ Assessment that measures not only the safety of the physical space, but also evaluates the social and emotional environment of student and instruction interactions. Prior to the commencement of the program, **Project AIM** staff will complete an ACE Safety Self-Assessment, and further safety assessments will be conducted at the center at least twice a year. To ensure regulations are in place, a **Project AIM** afterschool program handbook will be created and each parent and family of participating students will receive one upon registration. Expectations will be made clear to all partners and coordinating community- based organizations and stakeholders. Student registration forms will be completed for each participating student. The form will contain parent contact information, medical emergency information, photo release statement, and the parents' preference for transportation home from the program. In order to prevent noncompliance issues, **Project AIM** will train all staff on district and program safety policies and procedures as outline in the Employee Handbook, the ACE Safety Self-Assessment, and best practices as indicated in the YPQ assessment. Class sizes will not exceed the recommended 22 to 1 staff ratio. All grade levels, upon entering the program each day, will be checked in by a **Project AIM** staff member. During each transition (academic assistance, college and workforce readiness, and enrichment) students will be checked in again to ensure that all students are in the appropriate activity and under the supervision of a **Project AIM** staff. At dismissal, attendance is taken again to note the transportation mode that was taken by each child. **Project AIM** staff members will have a communications system (radios and school phones) to communicate with the each other at all times. **Project AIM** staff will adhere to EAPrep's policy on employee cell phone purchase and usage, and will be monitored monthly by EAPrep's business office to ensure staff compliance with TEA. **Project AIM** staff, volunteers, and staff of community-based organizations will be required to wear EAPrep issued badges. Background checks will be run, and **Project AIM** staff and volunteers will be fingerprinted.

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

Project AIM is specifically designed to support students identified in most need of academic assistance with a wide range of engaging academic supports and enrichment activities. Identified students will receive supplemental afterschool, weekend, and summer academic support incorporating research-based curricula and interventions. To ensure the academic success of participating students and support student academic achievement, **Project AIM** is aligned with the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). To ensure that **Project AIM** continuously provides students and families with activities and services that improve campus and student academic achievement, the activities will be intentionally designed and continually evaluated using campus data, targeted student needs, and family and student voice and choice. All activities and services will focus on the core ACE component areas as follows. **Academic Support: Project AIM** will offer a range of activities and services designed to meet identified student needs and improve student achievement by providing extra academic assistance for participating students to include, prescriptive tutoring, homework help, Writing Center, ELL book clubs, and ELL Academic-a-thons with highly qualified teachers. Activities will complement the school day curricula and use hands-on, project-based teaching strategies. **Enrichment: Project AIM** will offer enrichment activities that align with the school day and are designed based on student voice and choice. The proposed enrichment activities and services include sports, dance, music, home economics, pep squad, leadership, and SEL/PBIS gender specific groups. Enrichment activities also include the Jumpstart language development program, the National Council of La Raza (NCLR) Innovation Lab which focuses on social entrepreneurship and includes a curriculum comprised of flexible STEM lessons, and Parent University. **College and Workforce Readiness: Project AIM** will offer college and workforce readiness activities and services to include SAT prep, financial planning, college and career counseling, speakers, and fairs. Virtual and on-site college tours will also be made available. **Project AIM** will collaborate with the Huston-Tillotson University Writers' Studio to create and maintain a Writing Center at EAPrep. This collaboration and connection to a historic East Austin institution of higher education will also promote college and career awareness. Furthermore, **Project AIM** will coordinate with the NCLR program *Escalera*, which focuses primarily on providing students with 21st century applied skills for academic, college and career success. **Family Engagement: Project AIM** will provide activities and services that help connect parents and families to schools and enable them to better support their children's academic achievement. The **Project AIM** family engagement activities and service will include Family Support Service Workshops through Parent University, and during Family Academic Nights, Saturday Institutes, and the College-Bound Summer Academy. Project AIM's Parent University will coordinate with EdPoint, LLC to create academic kits for parents to support their students' learning at home, as well as with the NCLR *Padres Comprometidos* program, which focuses on parent engagement in creating a strong connection between school and parents. Provided below is a sample schedule of daily activities.

Time	Activity
4:00 PM – 4:45 PM	Check-in. Academic Assistance: prescriptive tutoring, homework help, Writing Center, ELL book clubs, ELL Academic-a-thons (vocabulary focused)
4:45 PM – 5:00 PM	Transition and Snacks
5:00 PM- 5:45 PM	College and Workforce Readiness: SAT prep, Robotics and Coding clubs, financial planning, college/ career counseling/ speakers/fairs
5:45 PM – 6:15 PM	Transition and Dinner
6:15 PM- 7:00 PM	Enrichment: sports, dance, music, home economics, pep squad, leadership, SEL/PBIS gender specific groups
7:00 PM	Check- out and bus departure

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As previously discussed, **Project AIM** has been designed to support students identified as most in need of academic assistance. Assistance provided will including <u>engaging and educational academic support and enrichment opportunities during non-school hours</u> that are designed to complement the student's regular academic program. **Project AIM** will incorporate research-based best practices in the design of the proposed activities and services. As such, **Project AIM** activities and services will: 1) <u>**Align with the school day:**</u> All OST activities and services will align with the TEKS, school-day curricula, the East Austin Academia district academic goals, and the EAPrep Campus Improvement Plan (CIP). The **Project AIM** staff will develop lesson plans that focus on research-based strategies, content integration and TEKS alignment (and ELPS for ELL learners); 2) <u>**Maximize participation and attendance**</u>: Recruitment and retention efforts will be consistent and continuous. The Family Engagement Specialist will be paramount to the success of this strategy; 3) <u>**Meet individual and small group needs:**</u> Strategies will be implemented to target a small group of students with a specific need(s), and the lesson plans will be designed and instructors will be trained on curriculum that is targeted to meet the students' need(s); 4) <u>**Provide engaging experiences:**</u> All instruction is designed to be innovative, hands-on, engaging and fun, while teaching students applicable skills that will improve academic performance; 5) <u>**Evaluate performance and increase program quality:**</u> **Project AIM** will utilize assessment data (including curriculum-embedded assessments, district benchmark scores, attendance rates, behavior data, and student/parent voice) to align programming to meet student needs and to improve instruction to achieve intended outcomes.

<u>**Adapting Instruction to Meet the Needs of Students:**</u>
To ensure **that Project AIM** tutorial support and instruction meets the needs of students, EAPrep will make certain that supplemental student support programs are aligned with current school programming. The Project AIM staff will work with the EAPrep Assistant Superintendent for Curriculum and Instruction and the Secondary School Principal to ensure that all activities and evidence-based practices compliment and are appropriately aligned with current school programming. Prior to implementing new out-of-school research based activities and curriculum, the Project AIM staff will meet with key school staff (administrators, faculty and staff) to ensure that activities appropriately: 1) incorporate TEKS, 2) address STAAR focus areas and student academic achievement standards; 3) align with current classroom activities; 4) address the behavioral needs of students; and 5) engage families in out-of-school learning. Additionally, school teachers will be encouraged to provide constant feedback and recommendations to the **Project AIM** staff through routine communication, student progress reports/notes, and staff surveys. Students needing more individualized attention, as identified by teachers, parents, and/or Project AIM staff, will have opportunities to participate in both small group and individualized (one-on-one) learning and homework support provided by experienced tutors and/or highly qualified teachers. With the use of highly qualified teachers, instruction in prescriptive tutorial groups will be adapted to meet the individual gaps in student learning through the use of various strategies such as remediation, the use of manipulatives and technology based resources, project-based learning, re-teaching, and connection to real world situations. As needed, activities will be re-designed using SMART goals to address the student's identified needs or gaps in learning. Implementation of 5E model of guided instruction will also be utilized to actively engage students in **Project AIM** activities and services. Small groups of students will participate in prescriptive activities targeted to address shared deficiencies or gaps in learning. As students achieve success by mastering targeted concepts and skills, activities will then be re-evaluated and new SMART goals will be created to target other gaps in learning and in order to assist students in the achievement of positive outcomes. Students' self-perceived need will be addressed by ensuring that student voice and choice is a central component of activity development and lesson planning.

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

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

Project AIM will hire one full-time Family Engagement Specialist (FES) to support the needs of participating students, parents, and families. The role of the FES is to encourage parental and family involvement in EAPrep, and provide the ongoing, educational programs to immediate family members of students actively enrolled in **Project AIM.** The population served by EAPrep has little formal experience in navigating a school system, making the FES critical to program success. The FES will work with parents and family members to not only navigate the program, but also to adjust the activities and services based on their input, needs, and continuous feedback. The FES will coordinate **Project AIM** activities and services with Parent University. Utilizing experience and evidence-based best practice models, EAPrep has established an innovative parent education program, Parent University, to benefit children and families from traditionally low-performing student populations. The vision of Parent University is to develop a learning environment for parents so they can have a greater impact on their children's education. To do this, **Project AIM** will partner with EdPoint, LLC to develop grade specific academic kits for parents/ legal guardians and families of participating students. Through Family Support Service Workshops during Family Academic Nights, monthly Saturday Institutes, and the College-Bound Summer Academy, **Project AIM** will offer activities that teach parents and families how to use these kits and support their students' learning at home. As such, the FES will: 1) plan and organize Family Support Service workshops as a part of Parent University and during the Family Academic Nights, monthly Saturday Institutes, and College-Bound Summer Academy; 2) work closely with at-risk students and their families to ensure they receive continued support to achieve their educational goals; 3) inform parents and families of available community resources (i.e., East Austin Children's Promise and Southwest Key Programs ESL, GED, financial literacy, workforce development, health and wellness, and adult basic education activities at *El Centro del Familia*); and 4) solicit and recruit parent and community volunteers for **Project AIM** at EAPrep.

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.

Project AIM will serve one Center, at EAPrep Secondary School, MLK campus, and staffing will include one full-time Family Engagement Specialist (FES) to support the needs of participating students, parents, and families. **Family Recruitment:** The FES will work in partnership with the Project Director, Administrative Assistant, Superintendent, Assistant Superintendent for Curriculum and Instruction, EAPrep Secondary School Principal, Parent Coordinator, and teachers to recruit families to participate in **Project AIM.** The FES will support the **Project AIM** Project Director in the extensive marketing and community outreach initiative including: 1) assisting in the creation and distribution of informational flyers and brochures to students, parents, care givers, teachers, and the community; 2) distribution of **Project AIM** information through neighborhood canvassing; 3) posting of information throughout the community in local business, churches, recreational centers, etc.; and 4) making announcements and presentations at EAPrep new student/parent orientation and at monthly parent meetings. All information will be provided in both English and Spanish. The FES will provide presentations to parent groups, as well as hold on-on-one meetings with parents, which will: provide information on student academic standards; help parents understand their child's academic needs; and provide detailed information on **Project AIM** services, activities, and resources, advantages of participating in the program, and the potential positive effects on student performance and academic achievement. Additionally, the FES will work in partnership with the EAPrep Secondary School Parent Coordinator to promote participation in **Project AIM** during various Parent University activities and events. **Coordination of Engagement Strategies:** The FES will work cooperatively with the **Project AIM** staff and EAPrep administration, faculty and staff to coordinate family activities that engage parents in **Project AIM** programming. The FES will utilize data results taken from Parent University parent satisfaction surveys to design activities and services that address and meet the needs of participating parents and their children. The FES will work **Project AIM** staff to develop a systematic plan to gather new information about family needs during the school year, and will work throughout the year to ensure that program activities continuously respond to ACE families' evolving needs.

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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 campus and community needs assessments identified increased parent and family involvement as one of EAPrep's highest priority needs. The data collected from parent surveys and focus groups in the spring of 2015 demonstrated that parents would like to spend more time communicating with school staff and participating in their children's education. Barriers, such as work and family responsibilities, often prevent these EAPrep parents from consistent teacher / staff communication and school involvement during the week. The data further indicate that while many parents would like to support and assist their children with homework and learning, their limited educational backgrounds prohibit effective academic assistance. **Parent University** was developed utilizing experience and research-based best practices to meet the identified needs of EAPrep parents, families, and students. The vision of **Parent University** is to develop a learning environment for parents so they can have a greater impact on their children's education. To do this, **Project AIM** will partner with EdPoint, LLC to develop grade specific academic kits for parents/ legal guardians and families of participating students. Through Family Support Service Workshops during Family Academic Nights, monthly Saturday Institutes, and the College-Bound Summer Academy, Project AIM will offer activities that teach parents and families how to use these kits and support their students' learning at home. The academic kits will target specific grades and specific learning objectives aligned to the Texas Essential Knowledge and Skills (TEKS), as well the Texas English Language Proficiency Standards (ELPS) and Texas English Language Proficiency Assessment System (TELPAS) for ELLs. Likewise, Parent University will coordinate with the ongoing National Council of La Raza (NCLR) *Padres Comprometidos program. Padres Comprometidos* is a parent engagement program whose primary goal is the fostering of a strong connection between schools and parents. The program builds the capacity of Latino parents to acquire the skills they need to effectively engage with schools and play a leading role in preparing their children for college. EAPrep and **Project AIM** will use the *Padres Comprometidos* curriculum to provide activities and services for parents and families of participating students that increase college and workforce readiness, improve academic performance, improve English language proficiency of English language learners, increase health and wellness awareness, and increase parent and family involvement. Furthermore, Educational Insight, Inc. will partner with **Project AIM** to provide health and wellness activities and services centered on SEL/PBIS for student participants that can be carried over to parents and families. As needed, parents may also be connected to local resources such as social service providers, youth and adult educational opportunities, and other community-based supports to assist them in meeting the needs of their children and families.Topics included in the Parent University Family Support Service Workshops offered during Family Academic Nights, monthly Saturday Institutes, and the College-Bound Summer Academy, will include family literacy, parenting skills, leadership development, self-advocacy, financial literacy, fitness and nutrition (in addition to the EdPoint, LLC academic kits/curriculum, *Padres Comprometidos* curriculum, and Educational Insight, Inc. curriculum*).* To continuously engage and involve parents in student learning, Parent University activities and services will be offered during **Project AIM** Saturday Institutes, that will take place once a month in the fall and spring semesters, from 9:00 am – 12:00 pm, for a total of ten Saturdays, and as **Project AIM** Family Academic Nights during the fall 2016 and spring 2017 semesters and the College- Bound Summer Academy, from June 12 through July 21, 2017. To further support family engagement, **Project AIM** parents and families will be encouraged to participate in numerous opportunities offered through the East Austin Children's Promise / Southwest Key Program and often at *El Centro de Familia*, such as GED, ESL, adult basic education, financial literacy, workforce development, job coaching, and fitness and wellness activities. EAPrep's strategic vision for parent and family engagement hinges on building the leadership of parents to facilitate programming and oversee the direction of offerings. The Project AIM staff, in particular the FES, will seek to authentically engage parents in this work, so that they act as the owners, leaders, implementers, and experts within their own community school and afterschool program. Ideally, parents and families will use their experiences to define **Project AIM**'s results agenda and their own and their children's education and talents.

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Schedule #18—Equitable Access and Participation				
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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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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

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

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 26-1609474	Amendment number (for amendments only):		

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 26-1609474	Amendment number (for amendments only):

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

Total Nonprofit Schools within Boundary

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

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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

Total Nonprofit Participants

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

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

Participant Consultation: Development and Design Phase Consultation Methods

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

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

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

☐ How children's needs will be identified

☐ What services will be offered

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

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

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

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

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

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

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation **(cont.)**		
County-District Number or Vendor ID: 26-1609474		Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

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

Designated Times

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

Part 4: Selection Criteria/Activity Timeline

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

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

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

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

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