Texas Education Agency
Standard Application System (SAS)

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

		FOR TEA USE ONLY
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	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	2016 MAR 29 PM 12: 47 Received Texas Education Agency Document Control Center Grants Administration
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
United ISD	240903		
Vendor ID #	ESC Region #		DUNS #
1746028859	1		0487092990000

Mailing address		City	State	ZIP Code
2301 Lindenwood Drive		Laredo	TX	78045-2429

Primary Contact

First name	M.I.	Last name	Title
Edith		Landeck	Director Grants Administration
Telephone #	Email address		FAX #
956-473-6311	elandeck@uisd.net		956-473-6422

Secondary Contact

First name	M.I.	Last name	Title
Alicia	G.	Carrillo	Exec. Dir. Fed. Programs
Telephone #	Email address		FAX #
956-473-6456	acarrill@uisd.net		956-473-6422

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
Roberto	J	Santos	Superintendent, UISD
Telephone #	Email address		FAX #
956-473-6219	rsantos@uisd.net		956728-8691

Signature (blue ink preferred)

Date signed
March 21, 2016

Only the legally responsible party may sign this application.

701-16-102-123

Schedule #1—General Information (cont.)		
County-district number or vendor ID: 240903		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) **N/A as we are a school district**
Enter the start and end dates of your fiscal year in Section 1.
In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

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

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 240903	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: 240903	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: 240903	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name	N/A	Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3— Certification of Shared Services (cont.)				
County-district number or vendor ID: 240903			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: 240903	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 (2.901%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 240903	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: 240903	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.

United Independent School District (UISD) is requesting funds to establish an ACE community learning center to provide a program beyond the regular school day (after school/during summer) offering significant expanded learning opportunities to those students most in need of academic assistance (students who are: Limited English Proficient LEP) status; have low scores on standardized tests or low classroom grades in core areas; having behavioral issues; or in danger of failing. This program is offered at the district's most isolated Title I schoolwide middle school. Salvador Garcia Middle School (SGMS) is located in a very poor, remote area characterized by substandard housing, limited access to transportation, limited resources, and neighborhoods that are home to high risk populations. SGMS students are plagued by a 98.94% poverty rate, academic underachievement, and are often unable to receive academic help from their family due to a high rate of illiteracy among the adult/parental population. The program will benefit students by providing opportunities for academic assistance and enrichment; offering a broad array of student services to include health screenings, counseling, recreation, and college/career readiness and support; and literacy and educational development will be provided for immediate family members to include opportunities for literacy and related educational development. All activities will be provided in a in a school-based, drug-free, supervised environment.

The grant program goal "students will be enabled and challenged to meet their full educational potential," will be achieved through a 5% increase in students meeting state & district standards for: academics; behavior; promotion; graduation; and a 10% increase in parental involvement activities. This is supporting the district and campus goals of providing all students the opportunity to graduate from college and/or be workforce ready through the implementation of strategic instructional and dropout interventions; and promoting community partnerships and parental involvement. The budget was collaboratively developed with campus/district staff to maximize services to students. All budget line items were included only if they were deemed reasonable and a necessity for program success. The ACE project was planned to serve the neediest 264 students at SGMS for three hours a day, four days a week, 35 weeks a year to include six weeks of summer programming. This ACE center will have a project director/site coordinator, with support from a part-time Family Engagement Specialist. Campus staff indicated that students must have food provided during program operation as many students do not eat at any times other than when they are on campus; a healthy meal will be provided at no cost to the students. Transportation must be provided for students to have a safe and secure way to get to and from the program, as most of their families do not access to private or public transportation due to poverty and the isolated, remote location. SGMS has a student body that is 97.3% economically disadvantaged, 44.31% English language learners, and 99.95% Hispanic/Latino. This campus is a 100% Title I, part a campus; 70.6% of the students are classified as at risk and 12.84% of the students are classified as special education program participants. One of the targeted campus subgroups are students who have been with the district for three or more years and are still Limited English Proficient (LEP+ students).

Yearly district and campus needs assessments are lead by the School Improvement department, informed by best practices. The efficacy of the needs assessments are determined by the Superintendent's Management Team consisting of Associate and Assistant Superintendents and selected district Executive Directors. These processes are done in coordination with the departments of Federal Programs and Curriculum/& Instruction, and begins prior to the end of the school year when student academic data is received and disaggregated. Areas of strengths and weaknesses are identified, remediation of deficiencies is planned to best serve student needs in the coming school year. This plan is documented and reviewed/updated on a regular basis, and the district improvement plan and two selected Title I campus improvement plans are submitted to TEA. The grant program will be managed by the program director to be hired under the auspices of the Federal Programs office. Program planning and functioning will be informed by the Curriculum & Instruction to guarantee a strong tie in between school day academics and afterschool program, tutorials, remediation, and programming. Business & Finance will provide monitoring for timely expenditures and payments of the program. Grant reporting will be conducted by the Grants Administration Department in conjunction with program and campus staff. Regular feedback on a 6 weeks basis will be solicited from program participants and their families; this feedback will help determine successful program elements, as well as those that need to be tweaked (continued).

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 240903	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.

Day-to-day operations will be monitored by the program director and reported to the campus principal/Federal Programs Executive Director, and monthly reports will be provided. There will be quarterly meetings of the community advisory group to share program successes and challenges. Program evaluation will occur using the means indicated within the Blueprint for Texas ACE Cycle 9. The program center will undergo periodic evaluations to assess progress toward achieving its objectives in the areas of academics, enrichment, family and parental support services, and college and career readiness goals. The results of evaluations will be used to improve, refine, and strengthen the program to achieve its goals, and will be shared with the public upon request. An independent evaluator will also be engaged to review program functioning, and will follow all the procedures outlined in the Texas ACE independent evaluation guide.

This application completely and accurately fulfills all statutory requirements as it provides: afterschool and summer recess activities, including safe student transportation; information about the program will be disseminated in English and Spanish using physical and electronic district resources; the program will improve student academic achievement by providing homework help, tutorials, skill building, and learning activities presented in ways different from those during the regular school day; in order to make the most effective use of public resources, UISD will provide the following without charge to the program: infrastructure will be provided by the district at no charge, to include utilities, facilities, electricity, water, sewage, use of computer labs cafeteria usage and library books and other instructional tools; also students will be provided a nutritious meal by Food Service Department; all activities will meet the principles of effectiveness as described in NCLB Title IV, Part B, section 4205(b): all activities are based on findings of needs assessments; all activities are based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and all activities are built upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards. At the time of grant submission, no in-depth partnerships to assist in an ongoing manner with the proposed program functioning on a day to day basis are in place, due to the campus location far outside city limits; the limited pool of potential partners do not have the capacity to provide ongoing services at that remote site for the duration of the program functioning. The community needs and available resources for the community learning center were evaluated and the program to be carried out center does address those needs, including the needs of working families. This is accomplished through afterschool program offering transportation home, healthy meal, and enrichment and academic activities taking place after the regular school day in a supervised, safe, drug-free environment. UISD has experience in providing educational and related activities that complement and enhance the academic performance, achievement, and positive youth development of its students. The preliminary plan for continuing the community learning center activities after funding has ceased is multifaceted: infrastructure and utilities are necessary, and the district is already committed to these; the salary of the project director/site coordinator is planned to be paid using local or other grant funds, as are the cost of teachers, supplies, and student transportation; future program funds will be sought at the local, state and federal levels, as well as potential local and area foundation funding.

This program meets all statutory requirements and TEA requirements, including those for community involvement, especially seeking continuous feedback and involvement from the community and coordination with all stakeholders in an ongoing manner from the current planning and design stages through the functioning through the reporting stages. The community advisory council has already been formed to help with the planning of the program, and increasing awareness of and coordinating with local resources for students and families. UISD is committed to the goals of this program as the comprehensive needs assessment and community needs assessment have shown. This program should prove very beneficial to students and the community in general. In the future, sustainability and in kind of the program will be provided by various district capacities including infrastructure, to include utilities, classrooms, computer labs, library books, and kitchen space to be provided free of charge.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 240903				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	$ 249,706		$ 249,706
Schedule #8	Professional and Contracted Services (6200)	6200	$ -	$ 3,000	$ 3,000
Schedule #9	Supplies and Materials (6300)	6300	$ 13,125	$ 2,200	$ 15,325
Schedule #10	Other Operating Costs (6400)	6400	$ 9,518	$ 4,950	$ 14,468
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐Yes ☑ No	
Total direct costs:			$ 272,349	$ 10,150	$ 282,499
2.901% indirect costs (see note):			N/A	$ 7,901	$ 7,901
Grand total of budgeted costs (add all entries in each column):			$ 272,349	$ 18,051	$ 290,400

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

Administrative Cost Calculation	
Enter the total grant amount requested:	$290,400
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:	$14,520

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

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

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

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 240903		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher			
2 Educational aide			$
3 Tutor			$
Program Management and Administration			
4 Project director (required)	1		$65,606
5 Site coordinator (required) N/A: single site combines PD/SC		0.5	$10,917
6 Family engagement specialist (required) Half Time			$
7 Secretary/administrative assistant			$
8 Data entry clerk			$
9 Grant accountant/bookkeeper			$
10 Evaluator/evaluation specialist			$
Auxiliary			
11 Counselor			$
12 Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			$
14 ESC coordinator/manager/supervisor			$
15 ESC support staff			$
16 ESC other			$
17 ESC other			$
18 ESC other			$
Other Employee Positions			
19 Title			$
20 Title			$
21 Title			$
22		Subtotal employee costs:	$
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$159,840
25 6121 Support staff extra-duty pay			$
26 6140 Employee benefits			$13,343
27 61XX Tuition remission (IHEs only)			
28		Subtotal substitute, extra-duty, benefits costs	$173,183
29	**Grant total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$249,706

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

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

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 240903	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		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$3000
	(Sum of lines a, b, and c) Grand total	$3000

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

Schedule #9—Supplies and Materials (6300)		
County-district number or vendor ID: 240903	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$15,325
	Grand total:	**$15,325**

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

Schedule #10—Other Operating Costs (6400)		
County-district number or vendor ID: 240903	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
Subtotal other operating costs requiring specific approval:		$
	Remaining 6400—Other operating costs that do not require specific approval:	$14,468
	Grand total:	$14,468

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

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

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Schedule #11—Capital Outlay (6600)

County-district number or vendor ID: 240903			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:	$0

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

Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 240903	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:			483	
Category	Number	Percentage	Category	Percentage
African American	2	41%	Attendance rate	95.3%
Hispanic	481	99.59%	Annual dropout rate (Gr 9-12)	0%
White	0	0%	Students taking the ACT and/or SAT	DNA %
Asian	0	0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	473	97.93%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	214	44.31%	Students classified as "at risk" per Texas Education Code §29.081(d)	94.9%
Disciplinary placements	4	.01%		

Comments

The annual dropout rate is 0% since the planned program will serve only grades 6-8.

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

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	34	94%	Bachelor's degree	27	75%
White	2	6%	Master's degree	9	25%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	17	47%	Avg. salary, 1-5 years exp.	$47,771	N/A
6-10 years exp.	5	14%	Avg. salary, 6-10 years exp.	$51,667	N/A
11-20 years exp.	11	31%	Avg. salary, 11-20 years exp.	$53,241	N/A
Over 20 years exp.	3	8%	Avg. salary, over 20 years exp.	$58,719	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)																
County-district number or vendor ID: 240903										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							88	88	88						264
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:							88	88	88						264

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 240903	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.

Click and type here to enter response.

The process used to objectively assess the needs and resources for this program was to review the Campus Improvement plan that was developed to meet student needs as indicated by academic achievement, including both a review of standardized testing results and classroom achievement. This indicated that there was a wide field of student support that needed to be engaged, and in fact the field was so wide that student demographics were then analyzed. The academic needs for this program are far reaching: due to the high number of Limited English Proficient (LEP) students/English Language Learners (ELL) who were struggling with grades or standardized test achievement, this segment of the population at SGMS were identified to be the first priority for recruitment into this proposed ACE program.

The goals of improving academic performance, behavior, promotion rates, and graduation rates must be met within the confines of the remote campus community. As such, the resources for this program are in already in place: the campus is well maintained and centrally located to the area; has technology and facilities readily available in an easily accessible manner; campus, district administration, and school board members are committed to helping this especially needy area become a bright spot for its students.

A data review of student achievement and the campus improvement plan provided a foundation for prioritizing multiple needs and aligning proposed activities to meet the needs (including the needs of working families). Since the financial limits of this program cannot allow all SGMS students to be served, it was decided that students who were not achieving the level expected in classroom or standardized testing would be a priority, with the LEP/ELL membership providing the secondary focus.

The planned Texas ACE program will address the following needs that were identified: students need access to text and printed materials during out of school time as homes and the two nearest county run community centers have a very limited amount of books to loan; conversely parents indicated that their students need more access to textbooks that they would like to have access to programs or training to help the literacy, to help them be better parents, and to be able to assist with homework. Due to the remote area in which the students live there is very little if any organized recreational activities other than those offered during the school year, so it was identified that especially during summer students need to have enrichment activities provided to them. Other identified needs included family and parental support services to include parenting classes, family literacy initiatives, and activities to promote students and families, and could engage learning in the educational process as well as provide students and families with increased sense of involvement with the school. A final need identified was to increase students' college and career readiness through exposure to an awareness of vocational training, college going, and university level potential activities. In addition there is a need for supervised activities for students during the hours when they are out of school and their parents may be working as well as during summer when many students experience a decrease in academic stimulation.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 240903	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	Provide homework assistance; provide academic skill enhancement by intentionally building on the lessons taught during the regular school day using varied, high interest & high involvement pedagogy. Develop and utilize a model of reading across the curriculum to include the areas of math, science, and social studies to build on student strengths and remediate weaknesses; use high interest texts to encourage students to read.
2.	Improve Behavior	Project staff will maintain open constant communication with students and teachers to identify/remediate/redirect problem behaviors. Student discipline referrals will be addressed by both campus and project staff. The project director will call upon district departments and resources to provide positive behavior supports to include our positive behavior intervention system (PBIS) and Family Leadership Institute already in place. Target students at risk of alternative educational placement.
3.	Improve Promotion Rates	Project director will assist staff in monitoring grades and performance. Students will be engaged in high interest activities intentionally programmed to support the learning/achievement. Data will be tracked regarding students' progress reports and six-week averages, and students in danger of scoring a 75 or lower on regular classes will receive additional instruction during the afterschool program. Target students who have been or will be retained.
4.	Improve Graduation Rates	Seek out students who are in danger of dropping out of school and engage these students in the program. Monitor students in danger of not graduating with their cohort by using the student achievement and grades data gathered; provide strategies to increase achievement, grades, promotion, and attendance that will result in more students graduating on time. Coordination with campus counselor, teachers, and according visits for vocational training, and college or university personnel.
5.		

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Schedule #14—Management Plan	
County-district number or vendor ID: 240903	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	Project director (PD) will: hold at least a bachelor's degree & Texas teacher certificate; a strong communicator with excellent verbal and written communication skills; fluent in English & Spanish; possess positive interpersonal & time management skills; be proficient in word processing, spreadsheets; will have 3 years experience in educational and/or social work setting; supervisory, budget, data reporting, and use of management systems; demonstrate competence in program development, marketing, implementation and evaluation, and have a working knowledge of district operations.
2.	Site Coordinators	Not applicable, as the single site ACE will be coordinated by the PD as per grant guidelines.
3.	Family Engagement Specialist <u>FES</u>	The FES will: be part-time to enable family/parental involvement in school; provide ongoing, educational programs to immediate family members of the ACE students; hold at minimum an associate's degree in an education related field; be bilingual in English and Spanish; a strong communicator; have strong interpersonal skills; adaptable.
4.	Evaluator	Grant Evaluator will have experience/ability to review conformity between planned and implemented/enacted program; analysis of data regarding program functioning, including: campuses or departments served & number of students/ teachers/ parents served; measurable performance goals and progress toward attaining grant goals. Financial experience; S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, and Threats); and check for records/documentation; will follow procedures outlined in Ace #9 blueprint

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.	Project Preparation	1.	Notice of Grant Award received	08/01/2016	08/10/2016
		2.	Hiring of Personnel, set up office space at campus	08/01/2016	08/20/2015
		3.	Site and logistics preparation/publicity/hire teachers	08/15/2016	08/26/2016
		4.	Collaboratively plan to best meet student needs	08/15/2016	07/21/2017
2.	Student Identification/FES activities	1.	Student participant identification/recruitment	08/15/2016	10/03/2016
		2.	Parent participant identification/recruitment	08/15/2016	10/03/2016
		3.	Family engagement activities	08/15/2016	07/21/2017
		4.	Training for staff	08/15/2016	07/21/2017
3.	Program Kick-Off and Continuation	1.	Finalize student recruitment/program enrollment	08/15/2016	08/26/2016
		2.	Community outreach and public relations	08/15/2016	07/21/2017
		3.	Family engagement activities	08/15/2016	07/21/2017
		4.	Program operation with evaluation and feedback	08/15/2016	07/21/2017
4.	Data Gathering (BOY, MOY,EOY) regular year and program evaluation	1.	Beginning of year data gathering/analysis	08/29/2016	10/07/2016
		2.	Middle of year data gathering/analysis	10/17/2016	12/15/2016
		3.	End of year data gathering/analysis	01/09/2017	05/25/2017
		4.	Reflection on program	08/15/2016	07/17/2017
5.	Data Gathering (BOY, EOY) Summer and program evaluation	1.	Beginning of Summer data gathering/analysis	06/05/2017	06/20/2017
		2.	End of Summer data gathering/analysis	07/03/2017	07/13/2017
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX

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.

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 240903	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.

All program activities will be managed by the Project Director in conjunction with the principal, who will coordinate with appropriate teaching staff on meeting grant goals and objectives. The Federal Programs Office will oversee the day-to-day functioning of the program and direct project functioning to best meet student needs. The Grants Administration Department will provide technical grant support and liaison with funder. The Curriculum and Instruction Department will provide technical instructional support, data mining, and analyzing student achievement results. The Finance Department will assist with processing purchase orders and authorizing payments for these orders. The district's Professional Development/Special Projects director will coordinate and align professional development. Regular and frequent communications with stakeholders (students, parents, staff, administrators) will be maintained in regards to progress of the grant, and any problems encountered in the implementation of the grant activities will be reported on an as-needed, minimum monthly basis via email, telephone calls, or other written or verbal means. Parental stakeholders will receive guidance and communication regarding grant programs in a variety of ways, to include school meetings, newsletters, school website, and campus/district websites. Student stakeholders will be provided with opportunities for feedback verbally and on electronic or written messages to teachers. Since we are focusing on a single high need campus, the communication loop between students/parents/teachers/principal/project director will be maintained and allow for immediate remediation of issues.

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.

UISD is committed to the goals of this program as defined by the comprehensive needs assessment and community needs assessment. This program should prove very beneficial to students and the community in general in improving student outcomes. The goals of improving academic performance, behavior, promotion rates, and graduation rates must be met within the confines of the remote campus community. As such, the district is committed to working with emerging community efforts to provide a means to help meet these needs. In the future, sustainability and in kind expenditures and efforts for this program will be provided by various district capacities including infrastructure, to include utilities, classrooms, computer labs, library books, and kitchen space to be provided free of charge to this program.
UISD and the campus administration will work collaboratively to provide more access to program efforts by seeking additional grant sources and sponsorships as they arise. Long-term support and commitment from the district and the parents will enable the program to grow and be quite effective. Additionally, public relations activities will be sought to not only spread the word about the program but to publicize the program's accomplishments so that good will is built, which will one day result in additional service provision to our needy students and their families.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 240903	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.	Student Identification upon receipt of NOGA, and at the end of every 6 weeks grading period	1.	Notes from review of potential participants based on grades in reading, math, science, social studies, as well as student achievement data.
		2.	Notes from the ongoing review of potential campus participants based on grades and achievement data at the end of each 6 weeks.
		3.	Identification of potential participants based on review of past and current year student behavior/discipline referrals; review of student retention data
2.	Student Feedback on Project Participation	1.	Student observations/surveys/interviews
		2.	Logbooks of student feedback, student participation, attendance
		3.	Student self reports, interviews
3.	Compilation of student grades, progress reports, standardized scores (BOY, MOY, EOY)	1.	Students participating in grant activities have prior year progress report and report card data compiled and reviewed
		2.	Students participating in grant have entry and exit standardized scores compiled and reviewed
		3.	Midyear scores to be approx by performance on District Benchmarks
4.	Quarterly grant meetings to gather quant/qualitative data, SWOT	1.	Calendar of meeting dates, meeting sign-in sheets, meeting agendas
		2.	Meeting minutes, SWOT analysis documents
		3.	Documentation of follow-up on areas of identified problems/concerns to be identified and reported.
5.	Documentation review/Grant data [ongoing in real-time	1.	Purchase orders, time sheets, invoices
		2.	Program attendance sheets, Number of students participating and their BOY MOY EOY scores
		3.	Logbooks of student feedback, Parental contact, and principal feedback

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.

United ISD, agrees to collect and report the data for the performance measures stated in the Program Guidelines and Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data. The Project Director, Executive Director of Federal Programs, and Campus Principal will maintain daily communication with each other on an ongoing basis and as needed in the event of problems with the grant program, implementation, functioning, or other issues that may arise, with significant issues immediately reported by the grant Project Director to the Executive Director of Federal Programs. Each issue will be reviewed: problem(s) and cause(s) identified, means of remediation explored and implemented, and monitoring/feedback provided to inform improved program functioning. The project director will maintain communication with the campus principal regarding these issues, and will report critical or emergency issues on a real-time basis. A beginning of year (BOY), middle of year (MOY), and end of year (EOY) analysis will be made following the SWOT method to identify strengths, weaknesses, opportunities, and threats facing the program. The SWOT analyses will be recorded, and SWOTS from BOY and MOY will be used to improve the program functioning. An online student survey may be used to provide for reflection and feedback for the program. Survey findings will also be used to improve program function. Also, all reporting activities as required by the funder and/or TEA will be made in a timely manner.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 240903	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.

SGMS serves students who live in the Colonias of Rio Bravo and El Cenizo, located along the Rio Grande river, the physical boundary between Texas and Mexico. *Colonias* are made up of rows of ruddy, crudely constructed shacks that are little more than a patchwork of old boards and cardboard. These dwellings were built on land that was never registered with any city or county, and communities exist without basic services such as water and electricity. The longitudinal dropout rate for secondary Colonia students in Texas averages 17.3 percent, compared to an estimated Texas state average of 14.4 percent. Less than one percent of Colonia children attend college or university (Source: http://www.pbs.org/klru/ forgotten americans/ focus/ education.htm). United ISD proposes to offer an intentionally designed and planned afterschool and summer program for Salvador Garcia middle school's 264 most needy students in grades 6, 7, and 8. This is the sole site for this ACE program which will begin operation by 8/29/2016. Students will arrive at the campus as part of the regular school program. ACE program participants (as identified by their academic performance on core areas to include math, reading, science, social studies, as well as their achievement history on STAAR or TAKS standardized assessments; behavioral issues, to include disciplinary referrals and previous or potential placement at either the district or the juvenile justice alternative educational placement campus; promotion rates; and retention rates) will remain after school and have a healthy snack , then participate in program activities from 3:45 PM to 6:45 PM Monday through Thursday. Following the conclusion of the program students will be transported back to their homes using district transportation. The ACE program will address the components of: academic assistance; enrichment; family and parental support services; and college and career readiness. Students will receive homework assistance, academic skill building, tutoring, enrichment, and virtual educational field trips. In addition, students in the program will receive counseling classes, health/first aid education, and experience reading across the curriculum in the areas of math, science, and social studies. District departments have committed to provide student support and enrichment to include health screenings and to provide family and parental support services to include literacy, GED classes, parenting classes and Family Leadership Institute, the objective of which is to teach parents and caregivers the art and skill of family leadership by using a practical, 10-step approach.

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.

Information about the community learning center will be provided in English and Spanish by means of school marquee announcements, notes home, flyers posted at community centers and wherever the community congregates, including the corner store, public service announcements on television and radio produced by the United ISD Instructional Television Department, direct outreach by campus or district staff to potential program participant, families, and outreach through various community partners to include community activists. Also, information about the community learning center, including its location will be presented in a manner that is understandable and accessible, including in English and Spanish by way of the United ISD Title I outreach efforts already in place at the district, as directed and publicized by the office of Federal Programs. Notice will also be placed in both English and Spanish on the district website, as well as the campus website as prepared by the United ISD Communications and being Public Relations departments. The principal and campus staff will be informed of the program, and will be able to advocate the program benefits to students and their families during the regular school program, parent-teacher meetings, and open house events of the campus itself. Also, the district will provide notice of the program and program functioning updates during its United Council of Parents meetings every semester. In addition, the program will be shared with local agencies that provide assistance to people in high poverty situations; this will include through the local free clinic; the women, infants and children's program offices, and postings in high-traffic areas.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

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

Planned activities under the Texas ACE program are expected to improve student academic achievement by addressing areas of essential academic improvement that were identified by grade level in the needs assessment. In addition, each participating student's strengths and weaknesses will be identified - weaknesses being remediated and strengths serving as a foundation for further learning. By definition this will require project staff and campus staff to work very closely together to learn each student's strengths and weaknesses as determined by grades and performance on standardized testing, as well as sharing meaningful insight into each student and their educational process. The examination of students grades and performance data, coupled with communication and sharing of student skill sets and challenges faced will foster an ethic of care across the Texas ACE program.

This program will use <u>specifically targeted lesson plans</u> that will address student academic needs and enrichment in new and different ways separate from the regular school day. In addition, this program will use reading across the curriculum that will build students reading skills and carry reading through the other core subjects of math, science, and social studies.

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

The 21st CCLC grant program by intentional design and definition requires leveraging of local, state, and federal programs to supplement grant funds received. Local funds will be used to provide some professional development necessary for teachers at the Texas ACE program. In addition, local, state, and federal funds will be used as United ISD departments will be providing services to the program, staff, and students. These include the Parenting Education Program, Admissions/Attendance/Dropout Recovery department, Athletics department; Accounting department, Budget office, Payroll office, Communications department, the Curriculum department including the Secondary education department, Bilingual/ESL/Dual Language/Foreign Language Department, the Career and Technology department, Guidance and Counseling department, Library Science department, Facilities/Maintenance/Operations department, Federal & State Compensatory program, Fine Arts department, Food Services department, Grants Administration Department, Information Technology department, Instructional Television Department, Parenting Education Program, Public Relations department, Purchasing department, Risk Management department, Student Relations/Discipline Management department to include the Gang Intervention Facilitators, Student Support Services division, Transportation division, and the campus Administration and staff.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

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

1. The proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities: Using available data, UISD reviewed the community and campus demographics and SGMS student academic performance as part of a needs assessment process. This needs assessment process is dictated by the NCLB Comprehensive Needs Assessment framework. It is reviewed on an ongoing basis, and its efficacy is determined by examination of the results of increased student success. This is accomplished by the campus administration and the district's management team, made up of Assistant and Associate Superintendents who, along with the Superintendent and Stakeholders (parents, community members) determine how and when the processes need to be updated or changed. This needs assessment showed that many students at SGMS do not have support for homework at home as parents are either working in other far away areas or not capable of providing help due to lack of education and/or language barriers. In this isolated, remote area students don't have access to tutors outside of school and due to their ongoing English language acquisition processes may need additional time and content to gain academic skills; there is very limited access to text in homes and community, and many students don't have access to books or internet/ technology/ electricity at home.

2. References to evidence-based research that supports the design of the program or activity: All program activities planned for SGMS follow the "Texas Afterschool Centers on Education (ACE) program...A recent evaluation of the ACE-21st Century Community Learning Centers1 found the following when program participants were compared to nonparticipants: ACE program participation for students in grades 9–10 was associated with higher scores in reading/English language arts and mathematics on the Texas Assessment of Knowledge and Skills (TAKS). ACE program participants in grades 6–12 had fewer disciplinary incidents than nonparticipating students. Participation of students in grades 4–11 was associated with fewer school day absences. ACE participants in grades 7–11 who attended 30 days or more and participants in grades 4–5 and 7–11 attending 60 days or more had an increased likelihood of grade promotion...participants in grades 4–12 attending 60 days or more of programming had higher levels of TAKS scores in reading/English language arts and mathematics, fewer disciplinary incidents, fewer school day absences, and an enhanced likelihood (23–40%) of grade promotion" (Nafziger and Ferguson, 2012 downloaded from http://www.expandinglearning.org/expandingminds/article/texas-afterschool-centers-education-ace-achieving-positive-results-and).

3. Summary of the plan to collect local data for continuous assessment and local program evaluation: Salvador Garcia Middle School will follow the ACE program data collection and reporting requirements in order to provide for local program evaluation in an ongoing manner. This collection includes: Coordinate with PEIMS Coordinator; Collect student grades in core; content areas; Collect student attendance during the regular school day; Collect student behavior reports and referrals during the school day; Pre- and Post-test assessments for tutorials; Program Activity data collection - ACE Attendance and Participation, Partnerships, Staffing, Funding Sources, etc.; Data confidentiality will be maintained (FERPA, PIA, and Encryption of Removable Data); Data entry to occur weekly, daily, and have a monthly review data by Project Director and Executive Director Federal Programs.

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

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

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

At the time of grant submission, there is not an in-depth partnership in place with a community based organization to assist in an involved, ongoing manner with the proposed program functioning on a day to day basis for the duration of the program. This is due to the fact that the campus is far outside city limits, and many potential partners do not have the capacity to provide services in a committed, ongoing manner at that remote site . Nonetheless, we will use other established district partners to provide at least intermittent services to the extent of their program capabilities to serve this program.

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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.

Salvador Garcia Middle School (SGMS) in Laredo, Texas, located less than two miles from the Rio Grande River flowing between the United States and Mexico serves students from two *Colonias,* Rio Bravo and El Cenizo. "The *Colonias* settlements along the United States–Mexican border are reflective of third-world communities. Although most of the residents are U.S. citizens, they lack the basic educational and work opportunities found in most parts of the country" (Davidhizar, R. and Bechtel, G. A. (1999), Health and Quality of Life Within Colonias Settlements Along the United States and Mexico Border. Public Health Nursing, 16: 300–305). "Colonias are underprivileged communities whose residents are facing many fundamental problems...The large distance and limited means of private transportation between the colonias and the closest city denies the colonia residents easy access to jobs, health care facilities and grocery stores for meeting their basic needs (Quadrifoglio, Chandra, and Shen, 2002, downloaded from http://utcm.tamu.edu/ publications/ final_reports/Quadrifoglio_07-02.pdf).

The planned Texas ACE program will address the following needs that were identified: students need access to text and printed materials during out of school time as homes and the two nearest county run community centers have a very limited amount of books to loan; conversely parents indicated that their students need more access to textbooks that they would like to have access to programs or training to help the literacy, to help them be better parents, and to be able to assist with homework. Due to the remote area in which the students live there is very little if any organized recreational activities other than those offered during the school year, so it was identified that especially during summer students need to have enrichment activities provided to them. Other identified needs included family and parental support services to include parenting classes, family literacy initiatives, and activities to promote students and families, and could engage learning in the educational process as well as provide students and families with increased sense of involvement with the school. A final need identified was to increase students and students' college and career readiness through exposure to an awareness of vocational training, college going, and university level potential activities. In addition there is a need for supervised activities for students during the hours when they are out of school and their parents may be working as well as during summer when many students experience a decrease in academic stimulation. Student Stakeholders Needs/Gaps: Students do not have support for homework at home as parents are either working or are not capable due to language barriers and/or lack of content knowledge. In this isolated, remote area students do not have access to tutors outside of school. Also, due to language issues students may need additional time to absorb content knowledge as well as to have the knowledge presented in ways different from the regular school day in order to build academic skills; Very limited access to printed text in homes and community when students are out of school; many students do not have access to books or internet at home (lack of printed materials, infrastructure, power, computer/technology). Students are at risk for not progressing to the next grade with their cohorts due to academic failure or low scores on achievement tests. Students need to be taught to self-monitor and redirect negative behavior; poor behavior leads to disciplinary referrals, which could lead to in or out of school suspension, or placement at district or juvenile justice alternative education settings. Students lack enrichment opportunities due to living in a very remote, isolated area. The nearest Boys and Girls Club is over 17 miles away and many students lack transportation as well as basic funds for entertainment or enrichment activities. Parents/Families Stakeholders Needs/Gaps: Parents and families require an increased sense of involvement in the school as well as a means to provide active participation and engagement in learning. As such parents have indicated a need for literacy classes, GED classes, and parenting classes in order to be able to help their students learn and be involved/active in learning and school life. Community stakeholders Needs/Gaps: The community lacks infrastructure and programming to keep students engaged during the regular school year and during summer. When students are engaged and learning and supervised the community as a whole benefits. The community also needs literate parents were engaged in the learning process and in the school life to help student achievement and foster a stronger, safer, more prosperous community.

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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.

From 1996 through 2011, the district implemented a four year grant under the Title I, Part B Even Start program which ran until federal fiscal declines became a reality and cuts were made to this grant at the national level. Ours was a model program, receiving commended performances for a number of years and had many successes, with many adult parents/program participants continuing their education, receiving their GEDs and becoming successful professionals within our community and our district. This program became a foundation for our district's best 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 student. In fact, this program served parents and students in the same area of SGMS. Because United ISD continues to be a progressive and proactive school district, it continues to seek supplemental funding and programs that will positively impact student academic success; programs that will help to build consensus and partnerships among key stakeholders; programs designed in an intentional manner based on assessed school and community need; offering innovative and successful programs to serve our students and community.

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.

United ISD would very much appreciate the opportunity to use senior volunteers in activities carried out to the community learning center. However, this is a major challenge due to the remote location of this learning center, with very limited public transportation to the school. Nonetheless, United ISD will seek out retired teachers (who are qualified and fingerprinted as per TEA requirements) to serve in the program. These volunteers will be identified through the list of district retirees, and by way of presentations to the Retired Teachers Clubs in the area, and will be actively sought out to help meet the needs of students and families at SGMS under this ACE program. United ISD will seek out local, county, state, and federal collaborations to get these and other appropriately qualified persons to serve as volunteers.

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

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

The plan for continuing the community learning center activities after Cycle #9 funding has ceased is multifaceted: infrastructure and utilities are necessary, and the district is already committed to providing those for this program after school and during summer; the salary of the project director/site coordinator is planned to be paid using local or other grant funds, as are the cost of teachers, supplies, and student transportation after funding has ceased. Future grant funds which will be sought at the local, state and federal levels, as well as potential local and area foundation funding. In addition, a sponsorship possibility has been identified and will be sought as well. Board members have signed a letter of support that is attached to this grant

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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.

To ensure that a diversity of perspectives was brought to bear in the operation of the proposed project, the UISD 21st Century Community Learning Centers Program formed a community advisory council using the membership of the established Parent Teacher Committee at the campus site. This program requires continuous feedback and involvement from the community and coordination with all stakeholders in an ongoing manner, from the current planning/design stages through the functioning and the reporting stages. The community advisory council will help with the planning of the program, increasing awareness of and coordinating with local resources for students and families. The role of this committee will be to build consensus and partnerships among key stakeholders, to convey the importance of having a Community Learning Center; to assess school and community circumstances and needs; ongoing identification of resources and opportunities to operate the learning center; The committee will meet on a monthly basis to ensure the delivery of a quality program. Input from community groups and individuals will be constantly solicited. Data and information gathered from the program will be reported and discussed with this group in order to monitor and gather feedback for immediate program improvement.

Service/Activity	Potential Collaborating Service Provider(s)
Academic Assistance	UISD Teachers
College/Career Readiness	UISD CATE Dept
Enrichment Programs	TAMIU and LCC Students,
Tutoring/Mentoring Prog	UISD Teachers, LBJ High School Students
Homework Help	LBJ Students, TAMIU & LCC students
Technology	Odyssey Ware/Computer Labs , UISD Technology Dept
Drug/Alcohol/Violence Prevention	UISD Licensed Chemical Dependency Counselors, UISD anti-Gang Facilitators, UISD Police Department, S.C.A.N., UISD office of Student Relations/Discipline
Extended Library Hours	UISD
Parent Academy	Laredo Community College, UISD FLI program, UISD Office of Admissions, Attendance and Dropout Recovery
Fine Arts	UISD, Local Artist and Craft persons
Cultural Programs	UISD, Laredo Community College, Local Artists
Recreation/Fitness	UISD, Webb County Sheriff's Office
Family Resources/ Wellness Centers	UISD Health Services Department, Area Health Education Center of the Mid Rio Grande Border Area of Texas, Health and Human Services Commission - Office of Border Affairs (HHSC-OBA)
Snacks for After School	UISD Food Service
Transportation	UISD Transportation Dept.

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

All program activities will be managed by the Project Director in conjunction with the Executive Director of Federal Programs, with an ongoing information feedback loop with the Campus Principal and student program participants, as well as parents, communities, and other stakeholders. The Project Director will coordinate with appropriate will coordinate with appropriate key campus and program teaching staff and internal and external partners in order to meet grant goals and objectives. The Grants Administration Department will provide technical grant support and liaison with funder, and assist in grant reporting. The Curriculum and Instruction Department will provide technical instructional support, data mining, and analyzing student achievement results in order to identify and meet student academic needs. The Finance Department will assist with processing purchase orders and authorizing payments for these orders, tracking expenditures in providing accounting procedures. The district's Professional Development/Special Projects director will coordinate and align professional development for the program. Regular and frequent communications with stakeholders (students, parents, staff, administrators) will be maintained in regards to progress of the grant, and any problems encountered in the implementation of the grant activities will be reported on an as-needed, minimum monthly basis via email, telephone calls, or other written or verbal means. Parental stakeholders will receive guidance and communication regarding grant programs in a variety of ways, to include school meetings, newsletters, school website, and campus/district websites. Student stakeholders will be provided with opportunities for feedback verbally and on electronic or written messages to teachers. Since we are focusing on a single high need campus, the communication loop between students/parents/ teachers/ principal/project director will be maintained and allow for immediate remediation of issues. In addition, a strong ongoing communication will be maintained with the Texas Education, Agency as well as Texas ACE program personnel in order to assure program, implementation and functioning with fidelity to the Texas ACE model.

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TEA Program Requirement 3: Center Operation Requirements

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

Center Number: 1	Center Name: Salvador Garcia Middle School		
9 digit campus ID#	240903-044	Distance to Fiscal Agent (Miles)	17.2 to Central Ofc.
Grade Levels to be served (PK-12)	Grades 6-8		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	264
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	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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: N/A		
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: N/A		
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: N/A		
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: 5	Center Name: N/A	
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: N/A	
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: N/A	
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: N/A	
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: N/A	
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: 240903	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.

Students most in need of academic support and enrichment opportunities, will be identified based on data driven decisions, and campus/community needs assessments. Despite the fact that Salvador Garcia Middle school (SGMS) is not a staged campus, it continues to show the most need for external support due to highly at risk performance.   All highest need students and potential program participants will be identified through data disaggregation; in particular the student level review will be used to determine need for students to be served. The students that will be targeted for recruitment to the 21st Century afterschool program are those that are: not achieving success in core subjects (Reading, Math, Science, Social Studies) as shown by classroom grades or on the STAAR test; having behavior problems as evidenced by discipline referrals received or teacher identification; and those identified as Limited English Proficient. Intentional recruitment of students most in need will be done through the consorted efforts of the Program Director and the Family Engagement Specialist, as they launch a parent/community information campaign on the program, it's benefits and why their children have been chosen to participate. Recruitment and retention of these students in the program will be enhanced by ensuring that intentionally developed activities based on student input (interest inventory surveys that have already been administered, coded, and reviewed) to engage the students in variety of innovative activities that are tied to campus/student needs and TEKS objectives.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

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

The extended day schedule for the United ISD's 21st Century Community Learning Centers Program at Salvador Garcia Middle School will operate three additional 60 minute periods (period 8, 9 & 10 from 3:45-6:45), Monday through Thursday, three hours a day. Students will be in extended day for approximately 29 weeks beginning in September through May, for the regular school year.

Summer extended day would begin on June 5th and end on July 21st, for a total of six week. Summer school time frames would be from 8:15 to 12:15,four days a week, Monday through Thursday. Meals/snacks for both the regular school year schedule and summer will be provided through our Food Service Department. Transportation will also be provided by UISD's Transportation Department. The core areas of Reading, Math, Science, and Social Studies will be supported within the program. Through the use of these research based high-interest topics such as arts and crafts, drama, movement and fitness as well as academic assistance in STEM (Science, Technology, Engineering and Math), and by providing guest speakers and college and career information for students and parents, students will be provided with contextualized comprehensible input that will engage the learner. Academic activities will be supplemented with enrichment activities and college readiness activities, to include virtual educational field trips and hands-on-learning experiences provided by the classroom teachers and our collaborative partners/agencies.

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.

All United ISD campuses have a site safety officer in place who provides training to foster maintain a safe learning and working environment, as per procedures designed by our Risk Management Department. In addition, all UISD campuses are patrolled by United ISD Police Department Officers, and have a police officer assigned per secondary campus. Security guards are in place at the campus and the Texas ACE program will be provided a security guard for its extended hours. All students will be listed on rosters by teacher and will sign as being in attendance at the program and sign-out at the end of the program prior to transport home. Upon funding, the project director will complete the ACE Safety Assessment Checklist and Standards, and include the information in the PRIME Assessment Binder. In addition, UISD has procedures in place based on research and best practices that detail both an <u>Emergency Response Plan</u> as well as a <u>Safety Manual</u> to cover issues of student, employee, visitor, community member, and site safety. All campuses have been trained in the procedures covered in both manuals. The center will follow the campus guidelines for: emergency closings for events such as inclement weather; policy in place to determine who will contact fire department in case of fire or danger of fire, explosion, toxic fumes or other chemical release, including how students will be evacuated, and parents will be notified; ongoing periodic evacuation drills as well as drills for fire, lockdowns, tornado or hurricane, or stranger on campus; injury and illness procedures are identified by policy and practice and describe the illnesses or symptoms that would keep a child from participating in regular classes and the ace program, as well as documentation required to allow the student to return after illness; the center will follow the district's written policy regarding the administration, and use/administration/storage of any prescription and non-prescription medication; the policy defines hand washing requirements for staff and students, as well as universal or standard precautions for the handling or potential exposure to blood, including blood containing body fluids and tissues discharges or other infectious fluid; training provided to new employees or volunteers will follow that of the district; also the district policy to protect students from potentially dangerous visitors will be followed for the ACE programs.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

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

Academic activities through the community learning center will provide a school-based, drug-free, supervised and cost effective after-school, and summer program with significant expanded learning opportunities that are aligned to UISD's local scope and sequence and academic standards as well as state standards. The activities will provide homework assistance, enrichment activities, college and career readiness, virtual field trips, as well as tutoring in Reading, Math, Science and Social Studies through a direct service delivery model with linguistically and culturally appropriate lessons and activities for the participants.

All activities for the Texas ACE program are intentionally designed to reflect student interests, student initiated or identified needs or interests, and as indicated by student achievement on standardized testing and classroom grades with areas of need addressed through intentionally designed activities. The students at risk for retention will be identified based on classroom grades and performance on the STAAR, and their areas of need will be remediated, while building on their areas of strength. Those students showing behaviors that could lead to DAEP or JJAEP placement (and or based upon disciplinary referrals and data or reports from the classroom teachers) will have those areas of behavior addressed by campus and program staff, as well as the UISD Student Relations/Discipline Management Department with their innovative approach to behavior, having designated Positive Behavior Facilitators, whose aim is to build a school culture of socially acceptable behavior by focusing on a proactive approach to prevent inappropriate behavior by introducing, modeling, and reinforcing positive social behavior. The PBIS principles are as follows: Develop behavior and academic interventions and supports; Use data to make decisions and solve problems; Arrange the environment to prevent the development and occurrence of inappropriate behavior: Teach and encourage pro-social skills and behaviors: Implement behavioral practices with fidelity and accountability; and Screen universally and monitor student performance & progress continuously). All activities in the program will be intentionally planned to meet identified student needs for remediation or enhancement, or redirection based upon multiple sources of data that will triangulate to identify student needs.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

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

Activities will be tied to TEKS and designed to motivate students' interests, and planned in coordination with the regular school day teachers. The area of Homework assistance, tutoring and mentoring, will be provided on a daily basis. The activities schedule will be strategically planned to ensure that individual and/or small-group instruction will be taking place as necessary based on student need. All instruction will follow the UISD guidelines for adaptability to the academic needs – this is to be a very tailored program built on a solid foundation of data analysis, on a student by student basis. The use of computer labs will be available to both students and parents. Drug and Violence Prevention activities will be provided by our licensed chemical dependency counselors and our gang facilitators and by our UISD police department. The students will have access to extended library hours every day throughout the week as well. Through assessment and review, every six weeks, of data collected, to include attendance, grades, discipline, the program staff will get a pulse on services being provided to ensure that student needs are being met and that activities are impacting and producing positive student results. Staff to student ratios will be maintained at 22:1. Teachers will have the opportunity to work with community partners such as our local community college students, and our former SGMS students who are now successful, productive and professional members of our community will be solicited to be mentors to our current students. Teachers will prepare lessons and guidance and will be available to these tutors/mentors who will also help with homework assistance.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

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

Because we will only apply to service one site, the FES position will be a part-time position, Monday through Thursday for six hours a day from 1:30 to 6:30. Position will be housed at the intended site (SGMS) during that timeframe. This position will also work hand in hand with the Project Director and will ensure that there is active and meaningful engagement by families in their children's education. This person will also be working with our collaborating community agencies to ensure effective activities and services are provided to parents of participating students. This four way collaboration between the FES, Project Director, District wide Parent Liaison and our community collaborators will ensure effective recruitment, engagement and meaningful consultation with parents. The FES will also recruit parents to the literacy and related educational development activities.

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

The Family Engagement Specialist along with the Project Director will attend the required program trainings prior to program implementation. They, along with the Federal Programs Executive Director and the District wide Parent Involvement Liaison will develop a plan with a timeline for the recruitment of families to participate in the program. A variety of media sources and resources will be utilized to inform the parents of this program, to include UISD Public Relations and Communications departments to help with radio, television, newspaper, and PSA announcements. Other strategies used will be home visits, flyers, program brochure, phone calls, and parent informational meetings (where translators will be use to ensure that parents are receiving the information in their native language), and assurance to include parents of participating students, as members of the Site Based Decision Committee for our after school program that will meet on a monthly basis.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Planned activities will be based on parent and community feedback as to meet their needs. Planned activities will be provided at least once during the week, Monday through Thursday, during a time that working families can attend such as after 5 pm. Opportunities for active and meaningful engagement in their child's education will also be provided through presentations to parents to enable them to understand student's standardized or benchmark test results, to engage parents with trainings on skills necessary to understand how to help their students do well in school, and how to call for a teacher conference. Training sessions that will enhance job skills, in such areas as clerical skills, first aid, and health/safety will also be provided. A broad slate of social, educational and primary health care services will be available to all program participants. Services will be provided by our collaborating partners such a Molina Health Care Services, Gateway Health Clinic, Health and Human Services Commission and the Area Health Education Center of the Mid Rio Grande Border Area of Texas and Laredo Medical Center. Alternative activities will also be ongoing, based on need, such as literacy and related educational development to include literacy, English as a Second Language, and other classes for parents of participating students to be provided by our UISD TechMobile (mobile training lab).

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Schedule #18—Equitable Access and Participation				
County-district number or vendor ID: 240903 XXXXXX		Amendment number (for amendments only):		

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-district number or vendor ID: 240903 XXXXXX		Amendment number (for amendments only):		

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

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

Barrier: Gang-Related Activities

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-district number or vendor ID: 240903 XXXXXX			Amendment number (for amendments only):	

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

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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	Schedule #18—Equitable Access and Participation (cont.)			
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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	☐	☐	☐

Schedule #18—Equitable Access and Participation (cont.)				
County-district number or vendor ID: 240903		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation

County-district number or vendor ID: 240903	Amendment number (for amendments only):

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

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **4**

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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

Total Nonprofit Participants

Total nonprofit schools participating: **0**	Total nonprofit students participating:**0**	Total nonprofit teachers participating:**0**
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. **N/A**

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: 240903		Amendment number (for amendments only):

Part 3: Services and Benefits Delivery N/A

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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