Texas Education Agency
Standard Application System (SAS)

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

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

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Bridgeport ISD	249-903		
Vendor ID #	ESC Region # 11		DUNS #

Mailing address		City	State	ZIP Code
2107 15th Street		Bridgeport	TX	76426

Primary Contact

First name	M.I.	Last name	Title
Eddie		Bland	Superintendent
Telephone #	Email address		FAX #
940-683-5124	ebland@bridgeportisd.net		940-683-4268

Secondary Contact

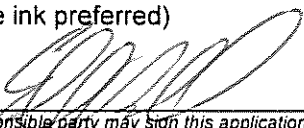| First name	M.I.	Last name	Title
Patricia		Hernandez	Special Programs Director
Telephone #	Email address		FAX #
940-683-5124	phernandez@bridgeportisd.net		940-683-4268

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
Eddie		Bland	Superintendent
Telephone #	Email address		FAX #
940-683-5124	ebland@bridgeportisd.net		940-683-4268

Signature (blue ink preferred)   Date signed

3/28/16

Only the legally responsible party may sign this application.

701-16-102-124

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 09/01	End date (MM/DD): 08/31

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

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

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: N/A	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		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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#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Schedule #3—Certification of Shared Services **(cont.)**			
	County-district number or vendor ID:		Amendment # (for amendments only):	
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: 249-903	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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		Schedule #4—Request for Amendment **(cont.)**	
County-district number or vendor ID: 249-903			Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Bridgeport Independent School District (BISD) is applying for 21st Century Community Learning Centers (CCLC)Cycle 9 funding to provide academic and developmental needs for our students at Bridgeport Elementary School (BES)(grades PK-2) and Bridgeport Intermediate School (BIS)(grades 3-5). Our **Limited English Profiecient (LEP), economically disadvanted (SES) and "at-risk"** students and parents have been identified as our most in need families and the Bridgeport ISD ACE program will provide much needed academic and developmental support for these families. BISD serves approximately 2,000 students in grades PK-12. Our students are approximately 50% Hispanic, 50% white and 55% of the students qualify for the free and reduced lunch program. Our targeted campuses, *__BES and BIS, have the highest LEP (40.7%), SES (71.8%) and "at-risk" (66.8%) populations in the district.__* All three target populations have increased significantly (20% to 30%) during the last ten years and like many districts we are challenged to reduce the "achievement gap" for these students. Our ACE programs will target academic improvement for these students by providing high quality research based academic interventions, TEKS aligned Enrichment activities and parent involvement/training. Furthermore, the primary economic force in the Bridgeport Community is fossil fuel energy production. The recent downturns in natural gas and crude oil production has resulted in significant employment layoffs in our community which significantly increasing the number of students and families in need of academic and developmental support.

In the spring of 2016 BISD used multiple data to compile a Comprehensive Needs Assessment (CNA) in order accurately understand the needs of our community. First the review of our state standardized test scores evidenced that like many districts across the state our LEP, SES and "at-risk" students are not achieving at a satisfactory level. A review of our 2014 and 2015 standardized tests scores show our BIS LEP, SES and "at-risk students scoring as much as 30% below the overall campus performance and as much as 40% below white students and non-SES students. Additionally, the district surveyed district parents, students and staff to assess need and feasibility of implementing after-school and summer programs to meet the needs of our students and families. The survey results found more than 80% of the respondents believe strong academic focused after-school /summer programs will greatly benefit targeted student populations.

BISD will serve as the fiscal agent and manager of the CCLC funded ACE programs and be responsible for hiring and managing the Project Director, Site Coordinators, Family Engagement Specialist and all academic counselors (teacher/tutors). BISD will contract with the City of Bridgeport to provide the Enrichment Counselors and activities for the after-school and summer programs. The two sites will offer up to 3 hours of after-school academic and enrichment developmental support for a minimum of 31 weeks beginning on September 6, 2016. The BISD ACE program will also provide a summer program for a minimum of six weeks that will provide a variety of innovative enrichment and academic support activities. The summer camp will be consolidated into one site on the BES campus for all students in grades PK-5. BISD operates the summer lunch program for the students and community on the BES campus. BISD will partner with the City of Bridgeport to effectively implement our after-school and summer programs. Working with students, parents and staff the BISD ACE program will be designed to enhance student learning by focusing on **academic instructional support, enrichment activities, and family engagement and literacy activities** all focusing on student academic achievement. BISD and the City of Bridgeport believe that providing the support to improve the academic achievement will significantly reduce perceived and real barriers preventing our

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

students from achieving academic and personal successes. Ultimately, the students, families and community of Bridgeport will benefit from the BISD ACE program. BISD will utilize state and local student academic achievement data along with survey data obtained from students, parents and parents to monitor evaluate program effectiveness.

As a Texas public school district BISD is ideally prepared to provide supplemental support services for our students and their families. And, considering our community partnership with the City of Bridgeport we believe our proposed ACE programs will be a tremendous benefit to our entire community. Following a community wide survey conducted by the City of Bridgeport iduring the 2006-07 school year the city partnered with BISD in 2008 to collaboratively provide affordable fee based after-school and summer programs to support students and families in the Bridgeport community. The afore mentioned downturn in the fossil fuels energy production industry and subsequent employment layoffs has severly escalated the need for academic and developmental support for our students and families.

BISD and the City of Bridgeport remain committed to collaboratively meeting needs of our community as identified through our (CNA) and continues formative assessments utilizing data from multiple sources. More specifically both BISD and the City of Bridgeport are committed to achieving the goals and objectives of this program, and BISD has provided accurate answers in this application. Historically BISD and the City of Bridgeport have both benefited from a strong relationship between the two entities. At the March 14, 2016 City of Bridgeport City Council meeting the council took action to approve the City of Bridgeport partnering with BISD in our proposed ACE programs. On March 21, 2016 the BISD Board of Trustees unanimously approved the pursuit of CCLC Cycle 9 funding to implement the planned BISD ACE programs in collaboration with the City of Bridgeport.

Both BISD and the City of Bridgeport are genuinely excited about the opportunity to provide needed support for our students and families. **BISD has a robust sustainability plan.**Working collaboratively BISD and the City of Bridgeport will secure resources and funding to sustain our ACE programs at a minimum of 30% of original capacity following termination of CCLC funds. Our current collaborative fee based after-school and summer programs have historically provided enrichment activities for just over 30% of the projected capacity for our grant funded ACE programs. The continuation of the City of Bridgeport enrichment programs for a reduced number of studens will be consolidated into a single location on the BES campus. It is projected that the sustained programs will once again be fee based. Affordability will be addressed by a sliding scale tuition cost based on each families ability to pay as detrmined by free and reuced lunch qualification for the National School Lunch Program. Enrolled students will receive after-school snacks throught the In addition to providing the necessary facilities for the programs BISD will also provide transportation to the BES campus for BIS students enrolled in the program and provide transportation for the summer enrichment field trips.

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Schedule #6—Program Budget Summary				
County-district number or vendor ID: 249-903				Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB				
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352	

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$264,818	$0	$264,818
Schedule #8	Professional and Contracted Services (6200)	6200	$100,050	$4,000	$104,050
Schedule #9	Supplies and Materials (6300)	6300	$23,900	$0	$23,900
Schedule #10	Other Operating Costs (6400)	6400	$26,000	$17,000	$43,000
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes ☑ No	
Total direct costs:			$414,768	$21,000	$435,768
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$414,768**	**$21,000**	**$435,768**

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

Administrative Cost Calculation	
Enter the total grant amount requested:	$435,768
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:	$21,788

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

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

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 249-903		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher	6		$45,430
2 Educational aide			$
3 Tutor			$
Program Management and Administration			
4 Project director (required)	1		$60,000
5 Site coordinator (required)	2		$80,000
6 Family engagement specialist (required)	1		$45,000
7 Secretary/administrative assistant			$
8 Data entry clerk			$
9 Grant accountant/bookkeeper			$
10 Evaluator/evaluation specialist			$
Auxiliary			
11 Counselor			$
12 Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			$
14 ESC coordinator/manager/supervisor			$
15 ESC support staff			$
16 ESC other			$
17 ESC other			$
18 ESC other			$
Other Employee Positions			
19 Title			$
20 Title			$
21 Title			$
22		Subtotal employee costs:	$230,430
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$
25 6121 Support staff extra-duty pay			$
26 6140 Employee benefits			$34,388
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$34,388
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$264,818

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 249-903	Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land	$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		$0
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	TEKS based enrichment classes for fall, spring and summer	$94,050
2	Parent Literacy Classes for fall, spring and summer	$6,000
3	Independent Evaluation	$4,000
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b. Subtotal of professional and contracted services:		$104,050
c. Remaining 6200—Professional and contracted services that do not require specific approval:		$
(Sum of lines a, b, and c) Grand total		$104,050

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 #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 249-903	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$23,900
	Grand total:	**$23,900**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 249-903	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$
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.	$3,000
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	$3,000
	Remaining 6400—Other operating costs that do not require specific approval:	$40,000
	Grand total:	**$43,000**

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

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

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
Schedule #11—Capital Outlay (6600)			
	County-District Number or Vendor ID: 249-903		Amendment number (for amendments only):
**6669—Library Books and Media (capitalized and controlled by library)**			
1		N/A	N/A	$
**66XX—Computing Devices, capitalized**			
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
**66XX—Software, capitalized**			
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
**66XX—Equipment, furniture, or vehicles**			
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
**66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**			
29				$
	Grand total:			$

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

Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	2	0.2%	Attendance rate	97.8%
Hispanic	495	55.8%	Annual dropout rate (Gr 9-12)	DNA
White	389	43.8%	Students taking the ACT and/or SAT	DNA
Asian	2	0.2%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	638	71.8%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	361	40.7%	Students classified as "at risk" per Texas Education Code §29.081(d)	66.8%
Disciplinary placements	2	0.2%		

Comments

Our targeted campuses, BES and BIS, have the highest **LEP** (40.7%), **SES** (71.8%) and **"at-risk"** (66.8%) populations in the district. All three target populations have increased significantly (20% to 30%) during the last ten years and like many districts we are challenged to reduce the "achievement gap" for these students. Our ACE programs will target academic improvement for these students by providing high quality research based academic interventions, TEKS aligned Enrichment activities and parent involvement/training. Furthermore, the primary economic force in the Bridgeport Community is fossil fuel energy production. The recent downturns in natural gas and crude oil production has resulted in significant employment layoffs in our community which significantly increasing the number of students and families in need of academic and developmental support.

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

Category	Number	Percentage	Category	Number	Percentage
African American	0	0.0%	No degree	0	0.0%
Hispanic	15	22.4%	Bachelor's degree	57	85.1%
White	52	77.6%	Master's degree	9	13.4%
Asian	0	0.0%	Doctorate	1	1.5%
1-5 years exp.	15	25.4%	Avg. salary, 1-5 years exp.	$43,424	N/A
6-10 years exp.	17	28.8%	Avg. salary, 6-10 years exp.	$45,531	N/A
11-20 years exp.	13	22.1%	Avg. salary, 11-20 years exp.	$50,935	NA
Over 20 years exp.	14	23.7%	Avg. salary, over 20 years exp.	$59,386	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)																
County-district number or vendor ID: 249-903									Amendment # (for amendments only):							
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.																
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		20	30	44	31	31	32									188
Open-enrollment charter school																
Public institution																
Private nonprofit																
Private for-profit																
TOTAL:		20	30	44	31	31	32									188

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

In the spring of 2016 BISD used multiple data to compile a Comprehensive Needs Assessment (CNA) in order accurately understand the needs of our community. First the review of our state standardized test scores evidenced that like many districts across the state our LEP, SES and "at-risk" students are not achieving at a satisfactory level. BIS 2014 and 2015 standardized tests scores for our BIS students were much as much 30% below the overall campus performance and as much as 40% below white students and non-SES students. More specifically, our LEP students have the largest achievement gaps in reading, math and writing. And according to Fry (2003)For Latino youth in particular, a significant number are recent immigrants who are English-language learners, i.e., not fully fluent in English and speak another language at home, which exacerbates their risk of dropping out or not completing high school on time. The small group academic support for our target populations will focus on developing deficient learning skills identified through systematic evaluation of student academic progress. Site coordinators and FES will student progress data from campus staff and parents. Tracking student attendance, test scores, grades, behavior referrals, participation in activities, school attitudes and family participation in school events will provide information to necessary to develop effective academic support. Effective data monitoring will allow for identification of root causes and interventions will be designed to target the cause, not just the symptom.

Additionally, the district surveyed district parents, students and staff to assess need and feasibility of implementing after-school and summer programs to meet the needs of our students and families. The survey results found that more than 80% of the respondents believe strong academic focused after-school and summer programs would significantly benefit our targeted student populations. Furthermore, the parents survey responses found a need for parent support in the area of English Language acquisition. Therefore, a significant component of our parent education program will providing computer access and access to the Rosetta Stone language program.

According to A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002) when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Specifically, the report posits that with the collaborative support you can expect students to: earn higher grades and test scores, and enroll in higher-level programs,be promoted, pass their classes, and earn credits,n attend school regularly,have better social skills, show improved behavior, and adapt well to school, and have improved graduation rates and more likely to pursue postsecondary education. Harvard Family Research Project (2005) meta-analysis found that with regard to parent involvement training the largest effect sizes emerged for parental expectations and the next most effective involvement trainings were for parental style and how to read with their children. Therefore, in addition enlish language acquisition support for parents the FES will work with the Project Director, Site Coordinators campus administration and campus CIS Site Coordinators to provide quality parental involvement training in these areas. FES will work with parents to determine most accommodating schedules for the trainings.

Fry, R. (2003). Hispanic youth dropping out of U.S. schools: Measuring the challenge. Retrieved from Pew Hispanic Center Website: http://pewhispanic.org/files/reports/19.pdf

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	The will provide students supplemental support using innovative instructional methods in the after-school and summer programs; structured homework completion, small group tutoring and project based learning coordinated aligned with campus lessons plans and appropriate TEKS. Student engagement and interaction will be a primary focus of all implemented strategies.
2.	Improve Attendance	Nurturing within each student, and their families, an intrinsic desire to consistently attend school. Character building strategies will be utilized based on assessed needs of enrolled students and their families. Students will be actively engaged planning and implementation of activities thus cultivating leadership skills and sense of ownership. Provide ample one to one with academic and enrichment counselors as well as parent engagement activities to nurture strong parenting skills at home.
3.	Improve Behavior	Based on assessed needs of students our program will provide research based stragegies to nurture strong character and decision making. Working closely with campus staff, program staff and community partners will work to ensure that our students' and their families receive the necessary emotional, mental health and social service needs.
4.	Improve Promotion Rates	We will use multiple data source (local and state academic, stakeholder input, etc..) to design appropriate activities to support the needs of our students and their families. We will facilitate improve school / parent collaboration to ensure coordinated support for our students. Working collaboratively with each campus we will provide our staff development opportunities to maximize our impact on student academic success.
5.	Improve Graduation Rates	Our program will emphazie parent and family engagement activities designed to improve student academic performance, help students identify their interests and skills, and set personal and family goals regarding post secondary college and career readiness.

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Schedule #14—Management Plan	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree in public education preferred and teaching /administrator experience in public schools.
2.	Site Coordinator(s)	Bachelor's degree in education and elementary grades experience as teacher and/or a campus administrator.
3.	Family Engagement Specialist	Bachelor's degree in social work or family services preferred. Extensive knowledge of the community and student populations targeted by our ACE programs.
4.	External Evaluator	Master's degree in Education or related field. Minimum three years of experience in independent program evaluation in education and/or after-school programming. Experience as External Evaluator of CCLC ACE programs preferred.

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

#	Improvement Objective(s)		Milestone	Begin Activity	End Activity
1.	Academic Performance (75% of students passing / showing academic progress)	1.	Weekly student progress review	08/26/2016	05/17/2017
		2.	9 Week Report Card Review	10/21/2016	05/25/2017
		3.	Semester Grade Review	10/21/2016	05/25/2017
		4.	Promotion review	05/25/2017	06/02/2017
		5.	STAAR Results	05/01/2017	07/21/2017
2.	Attendance (75% of students will improved attendance)	1.	Weekly review of student attendance;School & ACE	08/26/2016	05/17/2017
		2.	9 Week attendance review; School & ACE	10/21/2016	05/25/2017
		3.	Semester attendance review; School & ACE	10/21/2016	05/25/2017
		4.	End of year attendance review; School & ACE	05/25/2017	06/02/2017
		5.			
3.	Behavior (50% reduction in referrals for enrolled students)	1.	Weekly review of disciplinary referrals	08/26/2016	05/17/2017
		2.	9 week review of disciplinary referrals	10/21/2016	05/25/2017
		3.	Semester review of disciplinary referrals	10/21/2016	05/25/2017
		4.	Annual review of disciplinary referrals	05/25/2017	06/02/2017
4.	Promotion Rates (95% promotion rate for enrolled students)	1.	9 Week Report Card Review	10/21/2016	05/25/2017
		2.	Semester Grade Review	10/21/2016	05/25/2017
		3.	Promotion review	05/25/2017	06/02/2017
5.	Graduation Rates (75% of families attend 1+ family engagement activity)	1.	Monthly review of parent activity attendance	08/26/2016	05/17/2017
		2.	9 week review of parent activity attendance	10/21/2016	05/25/2017
		3.	Semester review of parent activity attendance	10/21/2016	05/25/2017
		4.	Annual review of parent activity attendance	05/25/2017	06/02/2017

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

Following the best-practices outlined in the PRIME Blueprint, BISD will conduct consistent assessments of ACE programs and activities throughout the year to ensure program compliance and to provide feedback on activities' alignment with TEA's goals and objectives. BISD will evaluate both student-level and program-level data which will provide summative and formative insight regarding progress and attainment of TEA Critical Success Factors, Milestones, and Performance Measures. Planned methods of program assessment will include site-visit observations, surveys, round-tables, focus groups, pre and post test data review, and internal performance reviews. BISD will also seek continuous feedback from teachers, school staff and administrators, and community stakeholders regarding the program's ability to meet the academic and development needs of students. Student-level progress will be monitored through a consistent review of grades, attendance, test scores, behavior reports, and class/activity participation information, which will be used to measure progress towards each of TEAs 16
Performance Measures outlined in the program guidelines. Surveys, focus groups and opportunities for input and feedback will be provided throughout the year to parents, students, school staff, and administrators in order to assess program impact, determine need and activity preference, and provide feedback on performance measures. Findings from ongoing assessment will be used as a foundation for change and improvement. **Program Compliance:** The BISD ACE management team, including the Program Director, Family Engagement Specialist, and Site Coordinators, will work collaboratively to ensure program compliance. Ongoing monitoring and program assessment will be used to adjust program strategies and activities in order to attain ACE performance measures, goals, and objectives. The Project Director will provide opportunities for support and development in areas requiring improvement. BISD will utilize the MyTexasACE website and portal, which will provide opportunities for interaction with ACE colleagues, participation in the collection and discussion of resources, and feedback and reflection on best-practices. **Change and Improvement:** As the project progresses, documented feedback and monitoring may indicate the need for change to address service gaps and improve performance. Approved changes will be communicated to school administrators, ACE parents, andstudents through monthly newsletters, flyers, calls home, and home visits when necessary. ACE Staff will follow school district and school campus policies and procedures regarding changes in location or emergency protocol and will describe these policies as well as provide school and ACE contact information in the Parent Handbook.

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.

Working collaboratively BISD and the City of Bridgeport will secure resources and funding to sustain our ACE programs at a minimum of 30% of original capacity following termination of CCLC funds. Our current collaborative fee based after-school and summer programs have historically provided enrichment activities for just over 30% of the projected capacity for our grant funded ACE programs. The continuation of the City of Bridgeport enrichment programs for a reduced number of studens will be consolidated into a single location on the BES campus. It is projected that the sustained programs will once again be fee based. Affordability will be addressed by a sliding scale tuition cost based on each families ability to pay as detrmined by free and reuced lunch qualification for the National School Lunch Program. In addition to providing the necessary facilities for the programs BISD will also provide transportation to the BES campus for BIS students enrolled in the program and provide transportation for the summer enrichment field trips.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Reviewing Report Cards	1.	9 week Report Card Reviews / 75% of students passing all classes
		2.	Semester Report Card Reviews / 75% of students passing all classes
		3.	STAAR results / 75% of students meet minimum required performance
2.	Review Attendance Records	1.	9 week attendance review / 75% of students have improved attendance
		2.	Semester attendance review / 75% of students have improved attendance
		3.	Annual attendance review / 75% of students have improved attendance
3.	Review Disciplinary Referrals	1.	9 week review of Disciplinear Referrals / 50% fewer referrals
		2.	Semester review of Disciplinear Referrals / 50% fewer referrals
		3.	Annual review of Disciplinear Referrals / 50% fewer referrals
4.	Parent Evaluation Survey	1.	Semester survey / 75% of families complete survey
		2.	Year End survey / 75% of families complete survey
		3.	
5.	Campus Teacher Evaluation	1.	Semester survey / 75% of teachers complete survey
		2.	Year End survey / 75% of teachers complete survey
		3.	

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

Data Collection and Evaluation Methodology: BISD ACE utilize datat collection and evaluation processes specifically designed to allow external evaluators to accurately assess and measure our progress and ensure the submission of timely and accurate evaluation data onto the 21st CCLC Tracking and Reporting System. ***Student-level data*** *Quantitative* data will be gathered from multiple sources, including student report cards, attendance records, behavior referrals, and benchmark test data. *Qualitative* information will be gathered from school staff and administrator surveys, teacher and counselor student assessments, and family member surveys. *Best-practice methods* will include daily monitoring, weekly data collection of available data as well as monthly compilation and analysis of anecdotal input from teachers, counselors, parents, and staff. ***Program-level data*** collection will provide information on program activities and will constantly monitor progress towards TEA Critical Success Factors, Milestones, and 16 Performance Measures on a daily/weekly basis. Student enrollment information, including data on students who attend for 30 or more days, will be monitored weekly and entered into TX21st. *Quantitative* data, including activity attendance and program enrollment, will be gathered from each campus and monitored through daily and weekly reports on TX21st. *Qualitative* information will be gathered from community stakeholders, district administrators, and ACE staff which will provide an objective perspective on the student progress. *Best-practice methods* will include teacher progress surveys, school impact questionnaires, and community surveys each term. **Formative Evaluation & Problem Correction:** BISD will work with an independent evaluator to conduct an annual evaluation of each ACE center. The PRIME Blueprint Independent Evaluation Guide will be used as an example of best- practices when developing and managing a high-quality program evaluation.. **Timeline & Scope of Work of Independent Evaluator:** Aug/ Sept: Review evaluation design; review grant goals & objectives; finalize data collection plan October: Review campus needs, student data, monitoring process, activity description and schedule. November: Observe programs; review student benchmark data; design & administer qualitative surveys December: Administer internal monitoring surveys; collect quantitative student data; collect FES data January: Review student & parent data; evaluate qualitative surveys; submit End-of-Term report & feedback Feb/March: Review student level data; observe programs and monitoring; administer internal monitoring April/May: Collect & evaluate student-level/ parent engagement data; analyze pre & post-test data
 June/ July: Prepare TEA report; submit final independent evaluation to TEA by July 31st
Aug/Sept: Present evaluation findings and feedback to BISD; review/adjust evaluation design

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

BISD ACE programs will provide intentional, research-based activities for 12 hours per week after-school and 16 hours per week during the summer to students who are in most need of academic assistance. All activities will last a minimum of 45 minutes and will be based on campus-level data, student-level deficiencies, and student voice andchoice feedback. Activities will align with TEKS and school day curriculum and will provide students with opportunities for enhanced learning in a safe, fun, and engaging environment. *Research-based academic instruction* will reinforce and enhance school-day learning through structured homework completion, small group tutoring (1:6), and STEAM focused project-based learning. Innovative best-practices will include the integration of SMART goals (specific, measurable, achievable, relevant, and time-bound) and low staff to student ratios, which will ensure meaningful and substantive student interaction and engagement. Small group tutoring will be facilitated by a certified teacher at a ratio of 1 to 6. Breaking out into small groups for tutoring will provide students most in need of academic assistance with meaningful and substantive instruction in core subjects. *Research-based enrichment activities* will promote skill development and enhanced student engagement through character building activities, service learning activities, and behavior/counseling small groups (1:10). Innovative best-practices will include utilizing student Voice and Choice to guide activity selection and strategic involvement of parents and adult advocates to foster the development of social skills, self-esteem, and well-being. Small group behavior interventions will be provided by a licensed counselor/licensed mental health professional at a ratio of 1 to 10. These interventions will provide individual assessment and case management in order to effectively address students' behavioral, mental health, and social service needs. *Research-based College and Workforce activities* will promote college and career awareness through trips to college campuses, visits from community professionals, and activities that link students' dreams to future education and careers paths. Evidence-based best- practices will include utilizing the Texas College and Career website to get students thinking about their interests, values, skills, and future goals. *Research-based Family Engagement activities* will provide support to parents and families of ACE students through adult education classes, including financial literacy, computer literacy, and parenting classes. Research-based best-practices include providing opportunities for leadership, building personal relationships through the Family Engagement Specialist, and collaborating with student activities to promote whole-family engagement. ***Transportation:*** BISD department will provide safe and reliable bussing home for students participating in ACE programs during the Fall and Spring terms and free bussing for students to and from ACE centers during the summer. No feeder schools are included in this proposal.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director, Family Engagement Specialist (FES), and Site Coordinators will collaboratively ensure effective delivery of information to the community about ACE programs. All communication will be available in English and Spanish. BISD will submit a press release to the local news stations and newspapers, including contact information about the BISD ACE program and the location of each center. All forms of information will include contact information detailed contact information. Other forms of communication regarding the Texas ACE programs include flyers, emails, newsletters sent to parents from school, notification on school marquees, and postings in community centers and common neighborhood locations. Best-practices from current and previous programs indicate that face-to-face meetings are an effective way to get the word out about programs and to establish networks and trust-based relationships. The ACE Project Director and FES will attend school registration and open house events in order to interact directly with prospective participants, answer questions about the program, and disseminate information in a manner that is understandable and accessible. The Site Coordinator at each center will meet with teachers, staff, and administrators throughout the year to discuss how ACE programs can best serve students in need. BISD ACE Project Director and FES will also meet with community stakeholders, including public safety officials, local nonprofits, faith-based affiliates, university groups, and local civic organizations to promote awareness and involvement in BISD ACE programs.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 249-903	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.

BISD ACE activities will be aligned with TEA's Critical Success Model (CSM).

CSM 1: Innovative instructional techniques used for academic and enrichment activities to encourage student and parent participation and engagement in learning. BISD ACE will align activities with TEKS and school day curriculum to ensure that they provide enhanced learning opportunities. Innovative techniques based on researched best-practices. In line with findings of the Center for Prevention Research and Development (2009) the program will use small group tutoring and small group behavioral interventions to provide meaningful and substantive student instruction and engagement, leading to improved student academic achievement.

CSM 2: Provide opportunities for students to be involved with an adult advocate, to encourage involvement in school. BISD ACE will provide opportunities for one-to-one mentorship and parent engagement activities to promote student's increased sense of belonging and academic achievement.

CSM 3: Conduct ongoing student assessment to revise and improve targeted services provided to students. BISD ACE will conduct formative and summative assessments of campus and student data, parent and student surveys, and input from mentors and adult advocates (based on SMART goal-setting). Additionally, collaboration with campus staff will provide data regarding student need and help to improve student academic achievement (Yohalem and Granger, 2013; Nafziger & Ferguson, 2013).

CSM 4: Provide required and ongoing opportunities for staff development and training, which will be implemented in ACE programs. BISD ACE will provide opportunities for key staff to attend all required trainings. Staff members will bring knowledge back to BISD ACE programs to improve program and activity effectiveness. Ongoing development opportunities will provide a basis for program adjustment and improvement, as well as ensure that activities produce multiple benefits for students (CASEL, 2007).

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 BISD ACE programs will coordinate with the BISD Food Service department to provide after-school snacks for enrolled students. The snacks will be funded through the Texas Department of Agriculture (TDA) Child and Adult Care Feeding Program (CACFP). During the summer program all enrolled students will be provided breakfast and lunch funded through the TDA Summer Food Service Program (SFSP). The Bridgeport Youth Association (BYA) is the governing body for youth sports in our community and also uses BISD facilities for a number of their activities. Understanding that a number of our target population students will participate in BYA activites the Project Director, Site Coordinators and FES will work the BYA to coordinate activity and facility use.schedules. Parent engagement will be a key component of our programs and the Project Director, Site Coordinators and FES will work in coordination with the BES and BIS Communities in Schools Site Coordinators to identify needs and provide parental engagement support and activities. The City of Bridgeport will BISD's community based partner and we will work collaboratively on schedule and Enrichment Activity design and delivery to most effectively meet the needs of our target student populations. The Project Director coordinate with Weatherford College Wise County and the BISD Texas Association of Future Educators to recruit Enrichment Counselors for the ACE after-school and summer programs. The Project Director will coordinate with the BISD Transportation Department to arrange bus transportation for the after schoo programs and summer programs.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 249-903	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.

Using the data from the Spring surveys and most current TEA District and School performance data BISD is developing a Comprehensive Needs Assessment (CNA) to determine the communities in greatest need for our ACE programs.

parents, and students. Data from the CNA will enable BISD to most effectively meet the needs of our low income and ELL students and families. BISD will continue to analyze *campus-level data, student-level deficiencies, and student voice and choice feedback* to identify gaps of unmet student needs and develop effective strategies to address those gaps.

The BISD ACE programs are and will be based upon the goals and performance measures established by TEA which will provide high–quality academic enrichment opportunities with the following outcomes:

✓ *Academic Performance*: 75% of regular ACE students targeted for academic performance will show improvement during year 1, as demonstrated by student grades, test scores, and classroom participation.

✓ *Attendance:* 75% of regular ACE students targeted for attendance will show improvement during year 1, as demonstrated by school day PIEMS reports and ACE program attendance logs.

✓ *Promotion Rates*: 75% of regular ACE students will promote to the next grade following year 1, as demonstrated on their report card, teacher assessment, and student progress assessment.

A select number of multiple research studies supporting the following activities to help students achieve academic are: Small group tutoring by qualified teachers (National Dropout Prevention Center, 2005); Parent involvement (Civic Enterprises, 2010); Academic support and enrichment (U.S. Dept of Edu. What Works Clearinghouse, 2010); Mentoring (Johnson & Lampey, 2010); Positive Behavior Interventions (National Dropout Prevention Cntr; Sugai, 2011).

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
☑ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

BISD will partner with the City of Bridgeport to provide effective ACE programs that address the needs of our targeted student population. The partnership between BISD and the City of Bridgeport has been approved by both governing bodie (BISD Board of Trustees and City of Bridgeport City Council) and a Memorandum of Understanding outlining the partnership details has been signed by the appropriate authorities of both entities. Through the the BISD ACE programs the quality and effectiveness of these enrichment programs will be enhanced significantly. The Project Director, Site Coordinators and FES will be utilizing data obtained from parents, students, community members campus adminnstrators and teaching staff to work collaboratively with the City of Bridgeport in the design and implementation of quality enrichment programs that will most effectively meet the needs of our students and families.

The City of Bridgeport working collaboratively with BISD has eight years experience operatinga fee based after-school and summer enrichment programs. The current after-school programs are fee based with a sliding scale tuition cost based on each families ability to pay.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

BISD will provide the facilities necessary to operate our ACE programs on our Bridgeport Elemenatry (BES) and Bridgeport Intermediate (BIS) campuses. BISD will be responsible for operational costs (ex. utilities and custodial) incurred in the operation of the planned programs. BISD will be responsible for hiring the Project Director, Site Coordinators and Family Engagement Specialist and they will be responsible for the design and implementation of our ACE programs.

In the spring of 2016 BISD used multiple data to compile a Comprehensive Needs Assessment (CNA) in order accurately understand the needs of our community. First the review of our state standardized test scores evidenced that like many districts across the state our LEP, SES and "at-risk" students are not achieving at a satisfactory level. A review of our 2014 and 2015 standardized tests scores will show our BIS students scoring as much as 30% below the overall campus performance and as much as 40% below white students and non-SES students. BISD will employee certified teachers to serve as academic counselors to provide instructional tutoring and interventions to address the academic needs of our students identified in our comprehensive needs assessment. The academic counselors will regularly communicate with campus administrators and teaching staff ensure academic tutoring and intervention plans are aligned with the TEKS, local curriculum and student needs.

Research-based Family Engagement activities will provide support to parents and families of ACE students through adult education classes, including English language acquisition, financial literacy, computer literacy, and parenting classes. Research-based best-practices include providing opportunities for leadership, building personal relationships through the Family Engagement Specialist, and collaborating with student activities to promote whole-family engagement. Based on our initial CNA results our ACE programs will offer evening classes to support Enlgish language acquisition for our parents.

BISD implemented a 1-to-1 technology initiative for all students in grades K-5 beginning in 2011. Those technology resources will be available for our Academic Counselors to utilize as part of our student academic tutorials and interventions.

BISD is also planning on implementing Telehealth services in coordination with Wise Regional Health Systems on on both the BES and BIS campuses. Our initial plan is for BISD to make arrangements to have the Telehealth services available for our students one day per week during during the after-school programs.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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.

Research-based enrichment activities: The Project Director, Site Coordinators and FES will work with the City of Bridgeport to design and implement enrichment activites that nurture skill development and enhanced student engagement through character building activities, service learning activities, and behavior small groups. Innovative best-practices will include utilizing student **Voice and Choice** to guide activity selection and strategic involvement of parents and adult advocates to foster the development of social skills, self-esteem, and well-being. These interventions will be designed to provide individual assessment and case management in order to effectively address students' needs. The FES will conduct periodic roundtable discussions with campus staff (teachers, counselor and administrators) to identify continuing areas of need regarding parent engagement. FES will work with Site Coordinator to develop and implement research based parent activities that will improve parent engagement with the their students' academics.

Research-based College and Workforce activities will promote college and career awareness through trips to college campuses, visits from community professionals, and activities that link students' dreams to future education and careers paths. Evidence-based best-practices will include utilizing the Texas College and Career website to get students thinking about their interests, values, skills, and future goals.

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.

BISD's understands that every child deserves a one-on-one relationship with a caring adult. Multiple studies have found the involvement of an adult mentor in a young person's life for a single year can significantly reduce school absenteeism and positively influence behavior.

Senior Volunteers in ACE Programs: Senior volunteers can be effective mentors and adult advocates for students. Marmillion & Rose, (2013) specifically found that Intergenerational-learning can significantly enhance student social skills, increase self-esteem, and increase daily attendance BISD will utilize senior volunteers within ACE programs to maximize the program's impact on students. Seniors will be encouraged to volunteer as 1 to1 mentors and will be assigned to students based on need and compatibility.

BISD will utilize a network of partners to reach out to seniors in the community to encourage volunteer participation in ACE programs. BISD will recruit senior citizens and other volunteers from Grandparents in Public Schools, local service organizations andfaith-based organizations to find mentors for the BISD ACE programs. All volunteers who participate in BISD ACE programs will undergo a criminal background check in order to ensure the safety of the children served in the program. After potential volunteers pass their background check, they will attend a volunteer orientation and volunteer training before they are assigned to a campus. Volunteers will be supervised by the ACE Site Coordinator, who will document and monitor their involvement with the ACE program.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

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

For Priority Points: Following the discontinuation of 21st CCLC funding, BISD will work in collaboration with the City of Bridgeport to continue ACE programs. BISD will provide building space for the City of Bridgeport to operate after-school and summer enrichment programs for BISD students in grades K-5. Due to the significant reduction in financial resources, the augmented ACE programs will be consolidated onto one campus we will require BISD to adjust targeted number of regular students served to approximately 20-30% of their original capacity. *(Letter from Bridgeport ISD Board of Trustees is attached)*

The academic support would be provided throught homework support provided by the Enrichment Counselors and support services for parents would be offered when resources are available. Program hours would be determined based on student need, with preliminary plans of operation at 2 hours a day, 5 days a week, for Fall and Spring. Summer programs would also serve a reduced number of students. All programs would used a sliding scale fee based on family income as determined through free and reduced lunch program applications.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

a. Continuous Feedback and Involvement: BISD ACE programs will provide support programs to students in most need of academic assistance. In order to ensure program effectiveness, awareness, and impact, BISD will seek continuous feedback and involvement from community stakeholders, including community leaders, school staff and administrators, parents, and students. Effective communication will ensure that BISD ACE programs are providing services, based on need, that provide engaging opportunities for enhanced learning and youth development.

BISD is governed by an elected Board of Trustees. The BISD Board of Trustees and administrative team in collaboration with an After-school Community Task Force, school administrators and community leaders will regularly (minimum quarterly) evaluate feedback regarding the effectiveness of ACE programs. We will also conduct task force meetings, bi- annual round tables, and monthly informal meetings with the Project Director, FES, and management team leaders. BISD will also ensure that the voices of parents, students, teachers, and community leaders are heard through multiple mediums of communication, including ongoing surveys, round tables, and focus group discussions.

b. Key Stakeholders and Organizations: In Spring 2016, BISD distributed a Comprehensive Needs Assessment survey to key stakeholders and organizations to gather data regarding the need for out-of-school time (OST) programs. We reicieved responses from parent, students, and BISD staff meeting.

BISD has also partnered with Communities in Schools for the last three years to provide support for our BES and BIS students. Their support of the programs will ensure more effective communication with all of our stakeholders.

c. Stakeholder Involvement: BISD will utilize an After-school Community Task Force (ACTF) to provide support, advocacy, and evaluation for ACE programs. The ACTF will also provide feedback on emerging needs and methods for improving ACE program effectiveness and strategies to meet the emerging needs of students and families. BISD will involve the ACTF during the life of the grant in order to provide consistent evaluation and to maintain community representation and ensure involvement and advocacy on the behalf of the communities, students, and families.

The ACTF also will provide increased support and involvement regarding strategic planning and resource development for sustaining ACE programs after the discontinuation of 21st CCLC funds. BISD will work in collaboration with its Board of Directors, After-school Community Task Force, private foundations, corporations, and faith-based organizations in order to develop and carry out BISD's plan for sustaining ACE programs following the discontinuation of 21st CCLC funds. Program continuation will be based on the needs of students and families in the community and will require consistent Community Needs and Assets assessment throughout the life of the grant.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

Grant Management Plan: BISD has demonstrated effective management of multiple federal grants. In order to effectively manage the 21st CCLC, Cycle 9 grant with integrity, BISD will utilized our administrative personnel to develop, train and manage the ACE programs.

BISD will hire a full-time *Project Director* and full-time *Family Engagement Specialist* (FES), who will collaborate with ACE staff to provide accurate and on-time reporting, ongoing assessment, and ensure consistent staff development. In order to ensure that BISD has the capacity to operate at the highest level of efficiency, BISD will hire a qualified *Site Coordinator* at each campus who possesses the knowledge, skills, and abilities to provide high-quality programs on a daily basis. The Site Coordinators will work with campus administrators and teachers to ensure alignment with school day curriculum, TEA objectives, and SMART goals. The *Enrichment Counselors* will work with Site Coordinators and Project Coordinator to ensure all enrichment activities are appropriate and effective enrichment activities that support student academic growth and development of College Readiness skills.

Communication Among Project Staff: Effective and consistent communication is essential for successful grant management. The Academic and Enrichment counselors will submit weekly reports to the Site Coordinator regarding the activities, curriculum, and progress of ACE students. Reports will include a review of SMART goals and objectives, emerging needs, and best practices. The Family Engagement Specialist and Site Coordinators will submit bi-weekly reports to the Project Director regarding enrollment, attendance, and SMART goal achievement. The Project Director will then report weekly to BISD's management team, including the Superintendent, Federal Programs Director, and CFO regarding attendance, qualified students served, best practices, and emerging student and campus level needs.

Training & Support: BISD has budgeted for ACE staff to attend all required trainings, as well as opportunities for staff development and skill building throughout the grant year. Key ACE staff members will train other ACE staff (train the trainer model) and incorporate relevant best-practices into the program. BISD will provide necessary additional training to support areas of need identified through the our need assessments. Potential training include CHAMPS Classroom Management, Love and Logic, Bridges Out of Poverty, CPR/First Aid, and ongoing development. BISD will also utilize resources on the MyTexasACE portal, along with best-practices provided in the PRIME Blueprint.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

Center Number: 1	Center Name: Bridgeport Elementary School		
9 digit campus ID#	249-903-101	Distance to Fiscal Agent (Miles)	0 Miles
Grade Levels to be served (PK-12)	Pk-2		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	94
Number of Adults (parent/ legal guardians only) to be served:	47

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 #				
District Name (if different)				
Distance to Center				

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

Center Number: 2	Center Name: Bridgeport Intermediate School		
9 digit campus ID#	249-903-102	Distance to Fiscal Agent (Miles)	0 Miles
Grade Levels to be served (PK-12)	3 - 5		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	94
Number of Adults (parent/ legal guardians only) to be served:	47

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 #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: 249-903			Amendment # (for amendments only):	

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

Center Number: 3	Center Name: 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	N/A	N/A	N/A	N/A
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

Center Number: 4	Center Name: 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	N/A	N/A	N/A	N/A
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: 249-903	Amendment # (for amendments only):

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

Center Number: 5	Center Name: 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	N/A	N/A	N/A	N/A
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

Center Number: 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	N/A	N/A	N/A	N/A
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: 249-903	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

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

Center Number: 7	Center Name: 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	N/A	N/A	N/A	N/A
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

Center Number: 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	N/A	N/A	N/A	N/A
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: 249-903	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements
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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	N/A	N/A	N/A	N/A
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

Center Number: 10	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	N/A	N/A	N/A	N/A
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: 249-903	Amendment # (for amendments only):

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

Identifying Students: Research shows that potential school dropouts can be identified as early as late elementary and middle school with the warning signs of poor attendance, behavior, and course performance (Civic Enterprises, 2010). Site Coordinators at each ACE center will work with school administrators, school counselors, and staff throughout the year to assess and screen Campus Level and Student Level data to identify students who demonstrate the most need for academic assistance. Indicators regarding the need for academic assistance will include poor grades, poor benchmark and/or standardized test scores, poor attendance, poor or underdeveloped social skills, limited English proficiency, or those students exhibiting behaviors that may lead to a referral to DAEP. Our Comprehensive Needs Assessment that gathered information on the need for ACE programs, including student grades and demographics most in need. School Administrators and Stakeholder surveys, along with Campus Improvement Plans, and student-level deficiency data confirmed that those students from low-income and or/ ELL families were most in need of support activities. Based on this assessment, BISD ACE programs will target students in K-5th grades who show the greatest need for academic assistance based on course grades, benchmark tests, and school staff referrals.

Recruitment and Retention: Collaboration with school counselors, administrators, parents, and teachers during the first few weeks of school and throughout the year will be essential in helping recruit students who are most in need of academic assistance. ACE program staff and site coordinators will be available during school enrollment to talk to families about ACE programs and to begin the screening process. Site Coordinators will also reach out to students and their families through multiple avenues including, school registration, school open house events, campus and parent newsletters, phone calls to parents, and home visits, to discuss possible enrollment in the ACE program. In order for students to realize the many benefits of the ACE program, Site Coordinators and ACE staff will follow evidence based strategies to enhance regular participation and long-term program retention. Research-based best-practices suggest that building in opportunities for youth choice can positively impact youth participation and engagement in OST programs (Lucas & Korbin, 2013). To encourage long-term and consistent attendance, ACE Site Coordinators will provide studentswith opportunities to give feedback and input throughout the year and will utilize student voice and choice data to plan and select activities that will increase student ownership, engagement, and sense of belonging. The Family Engagement Specialist will focus on increasing parental involvement and engagement throughout the year which, as research shows, also increases student attendance, retention, and academic success (Civic Enterprises, 2010). Site coordinators and ACE staff will work to eliminate barriers that a student may have from consistently attending the ACE program, including offering a nutritious snack after-school and providing transportation to and from ACE programs.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 249-903	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.

BISD ACE center schedules will provide 21/2 to 2 hours 50 minues of high-quality programs after-school during the fall and
spring terms. Summer term schedules will provide innovative instruction and enrichment activities for 10 hours a day, in coordination with summer school and credit recovery programs provided by partner LEAs. *All term schedules were developed to align with TX21st approval due dates, to allow for timely and accurate reporting.* BISD ACE programs will start on September 6, 2016, and end on December 16, 2016, for the fall term, totaling 14 weeks. BISD ACE programs will start on January 3, 2017, and end on May 18, 2017, for the spring term, totaling 19 weeks. BISD ACE summer programs will start on June 5, 2017, and will continue for eight consecutive weeks, ending on July 28, 2017

Bridgeport Elementary: Fall & Spring (34 weeks): Open 5 days per week (Mon-Friday), for 3 hours per day (3:10 pm-6:10pm), totaling 15 hours per week. Summer (8 weeks): Open 5 days a week (Mon- Friday), for 8 hours per day (7:30am-5:30pm), totaling 50 hours per week.

Bridgeport Intermediate: Fall & Spring (34 weeks): Open 5 days per week (Mon-Friday), for 3 hours per day (3:10 pm-6:10pm), totaling 15 hours per week. The summer program will be consolidated with the BES program on the BES campus. Summer (8 weeks): Open 5 days a week (Mon- Friday), for 8 hours per day (7:30am-5:30pm), totaling 50 hours per week.

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.

BISD ACE Center Safety Plan: Findings reported by the Harvard Family Research Project (2005) posit that the successful recruitment and retention of youth in out of school programs is directly correlated to providing a fun, engaging environment where children feel safe (Harvard Family Research Project, 2005). To ensure that students and parents are confident in the safety and security of BISD ACE programs, each center will implement a Center Safety Plan based on research and best-practices. School Cooperation: BISD will ensure that each campus location for ACE programs will be secure and safe. BISD campus administrators will work with the Project Director and Site Coordinators regarding the scheduling of special school events, prior notification regarding changes to the use of space, and designated back-up locations that meet the safety and accessibility standards outlined in the PRIME Blueprint for Texas ACE. Program Staff Cooperation: The daily provision of safe ACE programs will be ensured by consistent and thorough monitoring and documentation of student activities, attendance, and sign-in and sign-out procedures. As students enter ACE programs each day, their attendance will be recorded and documented throughout their participation in the daily activities. At the end of the programs, ACE staff will provide structured, center-specific sign-in and sign-out procedures that align with LEA and school policies.

Students participating in ACE programs at BES and BIS campuses will be signed in by ACE staff and signed out by parent or guardian. Students riding the bus home after ACE programs, as indicated on their parental consent form, will be checked out by ACE staff, including the time of bus departure. BISD ACE staff will receive required and ongoing training throughout the year regarding student safety, including required training and certification in CPR and First Aid. Parent/ Guardian Cooperation: In order to ensure the safety of students before, during, and after ACE programs, each center will obtain the necessary parental consent for student participation as well as approved instructions regarding student arrival and departure.

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

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

<u>Intentional Activity Design</u>: In order to design and implement high-quality need-based activities, BISD ACE will utilize the evidence-based best practice of aligning community and campus needs with community and campus assets through a Comprehensive Needs/Assets Inventory process, as described in the PRIME Blueprint. Data used in this process will include *Community Level Data*, including stakeholder surveys, District Improvement Plans, and local needs assessment surveys; *Campus Level Data*, including STAAR test results, Campus Improvement Plans, Campus Discipline and Attendance Reports, school staff and administrator surveys, and campus performance reports; *Student Level Data*, including failing grades in core classes, insufficient mastery of TEKS, behavior referrals, truancy reports, and local and state test results; *Student Voice and Choice* surveys including student perception & interest questionnaires, and daily feedback on activity preferences. Needs/Asset Inventory analysis of these data sets will be used to identify gaps of unmet student needs, which hinder student academic achievement, and develop efficient and effective strategies to address those gaps. Each strategy will be aligned with one of the ACE Four-Component Activities, including academic assistance, enrichment, family and parental support services, and college and workforce readiness.

Each strategy/activity will then be aligned with one of the five Texas ACE Objectives which focus on improving academic performance, attendance, behavior, promotion rates, and/or graduation rates. Each strategy will be aligned to TEA's Critical Success Factors to ensure that they effectively encourage student and adult behaviors that lead to improvement in academic performance and enhanced learning. Alignment with TEA's target Milestones for ACE will ensure that each strategy is implemented in the most effective way, including utilizing best-practices, innovative techniques, ongoing assessment, and opportunities for staff development. Each activity will align with the school day curriculum, TEKS, and will include SMART goals (specific, measurable, achievable, relevant, and time-bound) aimed at increasing student performance. Academic and enrichment activities will be designed to address student needs by utilizing Science, Technology, Engineering, Art, and Math (STEAM) components. Each element of this process is meant to ensure that activities are planned intentionally to meet data-based student needs in order to achieve the ultimate goal of helping students meet state and local achievement standards and to prepare them for college and the workforce.

BISD ACE programs will offer research-based Small Group Behavior Interventions during after-school and summer programs to address students exhibiting behaviors that may lead to a referral to the district's DAEP. The activities will focus on student mental health and well-being, and will provide essential case-managed support for students who exhibit the most need. In order to provide high-quality services, a Licensed Professional Counselor or Licensed Mental Health professional will meet with students during ACE programs to discuss problems and concerns, define SMART goals for improvement, and re-assess progress throughout the year based on student need.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

Alignment to Student Needs: To maximize positive student outcomes, BISD will ensure that all activities offered throught our ACE programs will be based on identified student needs and linked to TEKS and school day curriculum. By utilizing evidence-based best-practices of high-quality ACE programs, activities will be intentionally designed based on campus-level data, student-level data, and Student Voice and Choice feedback. The FES and Project Director, the Site Coordinators will meet with school staff and administrators to review current Campus and Student Level Data. Site Coordinators and ACE staff will meet with parents, family members, and students to gather student Voice and Choice information, which will help determine and select activities that will interest students and keep them engaged and enhance learning during ACE programs. Activity design will be developed in conjunction with TEA's Four Component Activity Guide, which focuses on academic assistance, enrichment, family and parental support services, and college and workforce readiness. Support strategies will be aligned to TEA's Critical Success Factors and Milestones to ensure that they effectively encourage student and adult behaviors that lead to improvement in academic performance and the achievement of positive outcomes. All activities will be intentionally designed to promote the following:
1) Student and family engagement in learning: Effective strategies will be research-based, innovative, and inclusive of a variety of opportunities and activities that encourage student and family engagement.
2) Increased student and family involvement: Effective strategies will be based on student need and include best-practices that focus on the role of parents/adults as advocates for students.
3) Assessment, evaluation, and revision of student activities: Effective strategies will include ongoing and continuous assessments to identify student needs and improve program activities/services.
4) Emphasis on staff professional development: Effective strategies will include providing staff with opportunities to attend all required training and implementing learned strategies in programs, i.e. train the trainer.

Addressing Student Needs: BISD will ensure that each activity is based on student needs and is linked to TEKS standards and school day curriculum. The Site Coordinator will work with school administrators at each campus to ensure that the ACE programs are providing high-quality activities that address data-based student needs throughout the year. Ongoing evaluation of campus and student-level needs as well as parent and student feedback will be utilized to reassess and update program activities throughout the year.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

BISD will hire a full-time Family Engagement Specialist (FES) at a minimum of 40 hours per week to coordinate and support family engagement activities at each of the ACE centers. The FES will collaborate with school staff, campus administrators, and Site Coordinators to provide high-quality literacy and education-based activities for the parents and family members of students enrolled in BISD ACE programs. The FES will possess the education and experience needed to encourage parent participation in their child's education and to develop innovative activities that strengthen the skills parents need to ensure their children's success in school.

The FES will work with the BISD Title I Director and the Community in Schools Site Coordinators at BES and BIS to coordinate services and provide supplementay literacy and education based activities to parents and families of ACE students. The FES will also facilitate ongoing family needs assessments among ACE families and throughout the community and will collaborate with the Independent Evaluator and Project Director by helping to design a data collection plan that includes information about family participation and engagement.

Through constant coordination and assessment, the Family Engagement Specialist will be able to provide stimulating education and literacy activities that efficiently address current data-based needs and respond to the evolving needs of BISD ACE families throughout the year.

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.

Family Recruitment: BISD ACE programs are designed to intentionally target and recruit those students who show the greatest need for academic assistance, based on campus and student level data. Therefore, the families targeted by BISD ACE programs will be the parents and immediate family members of ACE students who are struggling academically or have needs which are affecting their academic success in school. Research shows that family engagement, especially increased parent involvement, can result in increased student achievement in school and in life (Civic Enterprises, 2010). BISD's Family Engagement Specialist (FES) will collaborate with the ACE Project Director and Site Coordinators to recruit parents of ACE students into the program and provide high-quality, innovative literacy and education-based activities that will increase involvement in their child's education. The FES and Project Director reach out to the parents of targeted students through open house events, ACE program orientations, family service/literacy events, and home visits. The FES will ensure retention of family member engagement through constant contact, including Parent & Family Newsletters, emails, phone calls, and home visits when necessary. Parents will be will provide feedback and requests for services through daily discussion with Site Coordinators, meetings with the FES, and through frequent Parent Voice and Choice surveys. The FES will utilize the PRIME Blueprint Family Needs Inventory to document ongoing analysis of programmatic strengths and weaknesses as well as to measure the program's effectiveness in engaging families.
Coordination of Family Engagement Strategies: In order to ensure high-quality family engagement programming across all 10 ACE centers, the FES will collaborate with the Project Director, Site Coordinators, campus administrators, and community partners to gather, analyze, and address family needs. The FES will track and report information about family participation and engagement related to each center and will address apparent problems and develop means of improvement. Based on an analysis of data-based family and parent needs, the FES will develop innovative, research-based instructional techniques such as project-based learning, service learning, and collaborative activities with their children. All activities will focus on engaging families and meeting their needs, through the utilization of research-based best-practices, such as: building strong relationships with families; providing information and training to help families improve their child's education outcomes; connecting families to community resources they will benefit from; and providing opportunities for literacy and educational development (Harvard Family Research Project, 2006).

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 249-903	Amendment # (for amendments only):

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

Family Engagement Activities: In accordance with the research-based best-practices, all Family Engagement Activities will be intentionally developed to encourage parent and family engagement and active participation in the educational success of their children. Family Engagement Activities will be ongoing throughout the fall, spring, and summer terms and offered on a weekly basis for parent and families of ACE students. Most activities will be offered at ACE centers; however, other sites may be used as well and will be considered using the PRIME Blueprint as a guideline for family access and safety. BISD will utilize experience and best-practices from past 21st CCLC funded grants to help determine when and where classes will be offered. The Family Engagement Specialist (FES) will utilize findings from the Comprehensive Needs Assessment (CNA) along with input from school administrators, Campus Improvement Plans, and Parent Voice and Choice feedback, to develop and coordinate high-quality Family Engagement Activities. The Community Needs Assessment (CNA), implemented in spring 2016 included a parent interest survey regarding educational and literacy based activities and classes. *Feedback from the CNA surveys indicated that parents were most interested in training and classes related to language acquisition and parenting.* Other activities and classes that may be offered, based on need and interest, include ESL training (beginners, intermediate, and advanced), tax preparation services, college and career preparation, courses on addressing family behavior and mental health concerns, and family health and wellness. The Family Engagement Specialist will work with the Site Coordinator to ensure that programs are engaging, education/literacy related, and address the needs of parents and families at each center. Attendance and participation data and ongoing parent interest assessment throughout the year will provide further insight as to the effectiveness of FES outreach efforts and emerging needs of parents and families.

Use of Leveraged Funds: In order to support high-quality program and activities, the FES will work with the Project Director and Site Coordinators to develop and leverage supplemental funding for Family Engagement activities at each BISD ACE center. As a community-based nonprofit, BISD will utilize leveraged funds from community resources to supplement ACE programs and activities. Wells Fargo will provide financial literacy curriculum and classes for the parents and families of ACE students. Also, BISD will leverage funding from General Electric to provide ACE students and their families with an opportunity to participate in a free Family College Night, including free transportation to a local college campus where they can take a guided tour, attend a free basketball game, and learn about college.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 249-903		Amendment number (for amendments only):		

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 249-903	Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 249-903	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 249-903	Amendment number (for amendments only):

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

Total Nonprofit Schools within Boundary

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

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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

Total Nonprofit Participants

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

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

Participant Consultation: Development and Design Phase Consultation Methods

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

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

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

☐ How children's needs will be identified

☐ What services will be offered

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

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

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

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

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

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

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)	
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Part 3: Services and Benefits Delivery

Designated Places/Sites

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

Designated Times

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

Part 4: Selection Criteria/Activity Timeline

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

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

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

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

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