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	
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	RECEIVED MAR 29 PM 4: 05 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Uvalde CISD	232903		
Vendor ID #	ESC Region #		DUNS #
	20		034847004

Mailing address		City	State	ZIP Code
1000 N. Getty St. Box 1909		Uvalde	TX	78801-

Primary Contact

First name	M.I.	Last name	Title
Jeanette		Ball	Superintendent of Schools
Telephone #	Email address		FAX #
(830) 278-6655	Jball1019@uvaldecisd.net		

Secondary Contact

First name	M.I.	Last name	Title
Arlene		Williams	Asst. Superintendent C&I
Telephone #	Email address		FAX #
(830) 278-6655	Awilliams1037@uvaldecisd.net		

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
Jeanette		Ball, Ph.D	Superintendent of Schools
Telephone #	Jball1019@uvaldecisd.net		FAX #
(830) 278-6655			

Signature (blue ink preferred)

Date signed
March 29, 2016

Only the legally responsible party may sign this application.

701-16-102-139

Schedule #1—General Information **(cont.)**		
County-district number or vendor ID: 232903		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: 232903	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.

Jeanette Ball

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 232903	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.

Jeanette Ball

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 232903	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: Uvalde Consolidated Independent School District				
1.	Uvalde CISD	Jeanette Ball, Ph.D.	(830) 278-6655	$650,000
	Superintendent of Schools	*Jeanette Ball*	Jball1019@uvaldecisd.net	
Member Districts- No other districts are participating				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID: 232903			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	$650,000

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Schedule #4—Request for Amendment	
County-district number or vendor ID:	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:		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: 232903	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.

Uvalde CISD is applying for the 21st Century Community Learning Centers, Cycle 9 Year 1 Grant with the heartfelt desire to help all students and families achieve, especially those who are struggling and which have been designated as IR (Improvement Required). We can better activate improvements to achievement, attendance, positive behaviors while increasing grade promotion and graduation rates, if we are in coordination via the Texas ACE grant program. UCISD believes that quality opportunities such as the 21st Texas ACE Program are powerful when melded with the regular day program. Uvalde also recognizes a sense of urgency permeating the collaborations with the community in developing the Strategic Plan to address student and family achievement issues. The district serves 4,771 students (snapshot 2015) of which, 90.17% are Hispanic. 77.82% are Economically Disadvantaged, and 56% of students are considered to be at risk of failure. Uvalde CISD campuses which were designated as Improvement **Required,** (2015 STAAR test results) feed into the fifth grade campus and Flores Middle School which achieved "Met Standard" in 2014-15. It is crucial that the early grades improve their emergent reading skills so that feeder campuses continue to meet standards and have added distinctions. This critical need to **supplement** the regular day program can be accomplished with a comprehensive plan such as the Texas ACE (Afterschool Centers on Education). The ACE Blueprint and training will help to coordinate and maximize efforts to accelerate student achievement. Together, we can face a confident future by increasing **student academic achievement, attendance rates, positive student behaviors** through youth development activities and services, and increased **grade promotion rates** and awesome **graduation rates** that lead into high quality post-secondary experiences for Uvalde students as they make their mark upon the community and the world at large. A pivotal element of this grant, we believe, is the opportunity for **increased family engagement**. When families become involved in their children's learning, the whole family benefits. This equates into **generational change-** that keeps building upon itself as each family member grows in their learning experiences. The National Center for Families Learning reports, "Our emphasis is on family literacy for a simple reason- study after study shows that family, home and community are the true drivers of a child's education: (1) Children's reading scores improve drastically when their parents are involved in helping them learn to read. (2) Low family income and a mother's lack of education are the two biggest risk factors that hamper a child's early learning and development." (Sharon Darling, CEO, Founder of the NCFL, 2014). By harnessing lifelong learning in Uvalde CISD and partnering with the Texas ACE grant program, Uvalde education can become truly a "family affair". With those efforts in mind, and should we be funded, we would like to implement the following program, Uvalde CISD Texas ACE Program (Afterschool Centers on Education, where All Coyotes Excel). Uvalde CISD will offer centers at five schools to utilize afterschool and other out-of-school times as Texas ACE Community Learning Centers: Dalton Elementary (Pre-K –Kinder), Anthon Elementary (1st -2nd grades), Robb Elementary (3rd-4th grades), Benson Elementary (5th grade), and Flores Middle School (6th-7th grades). Dalton, Anthon, and Robb are in IR status with Dalton and Anton feeding into Robb Elementary. Uvalde's Strategic Plan (2014) includes strategies for student academic achievement, increased attendance rates, positive student behaviors and increased graduation and promotion rates. The Strategy Summary (page 19, UCISD Strategic Plan) includes in paragraphs 3-5 the desire to have students involved in leadership development, positive behaviors, clear expectations and better attention in class as well as the development of a community center so that "Students as well as parents would have a safe place to learn and/or provide support." Our planning included a **budget** constructed to meet the needs of students and families while adhering to the goals of the grant. Several meetings, phone conferences and emails were used for planning. The Assistant Superintendent of Curriculum and Instruction, the Superintendent of Schools, principals and one participating private school principal brainstormed what the program would look like in order to bring the *optimum changes in students' achievement, attendance, positive behaviors, promotion rates and graduation rates.* We wanted the **budget** to be true to the *needs of the students and the families* so the academic goals were addressed in the planning for highly qualified teachers who will view this program as a "work of heart" to reach each child, to know their strengths and areas of needs and to build innovative thinking and problem-solving into the afterschool curriculum and to be willing to utilize the Texas ACE Blueprint for quality planning and delivery of services. Texas ACE Program teachers will set the example to positively affect students and their families as well as the regular day program teachers in the district and participating private schools. In order to achieve that end, five Site

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Coordinators will be hired to be learners and leaders and to incorporate the ideas of the ZPD (Zone of Proximal Development, that Lev Vygotsky espoused as the difference in achievement that a student can experience with the help of a capable coach as compared to learning alone into activities and lessons. Site Coordinators will collaborate to see that Texas ACE *students read like writers, write like readers, solve problems like scientists, and see patterns like mathematicians*. To oversee the Texas ACE Program at Uvalde, a Project Director will be hired to lead the afterschool program as an extension of the day, creating a "seamless" program where students and their families enjoy exploring big ideas, subjects, and educational projects in depth. The Project Director will possess what Dr. Carol Dwerk calls, "an open mindset," guiding teachers and providers to build on student strengths and ultimately lead staff to guiding and empowering all to success. While planning the academic rotations and broad array of services, careful thought went into the types of programs and providers that would be different and exciting to Uvalde students. Music classes might include drumming sessions because of the musicality of drumming and especially for the leadership elements that drumming sessions can provide. We are looking at time-honored favorites, but also something different to satisfy many appetites. A students' survey will allow their "voice in the choice" before opening day to build the program's services with their ideas, not just ours. Supplies and equipment will be carefully ordered so that stockpiling of items does not happen, but rather so that the budget can be student-driven and meet the needs of students. Thus the *management plan* and the budget plan help the team meet the goals of the grant. The plan calls for regular site visits, teacher/leadership meetings, and advisory council meetings (including Private School leaders, instructors, and families). Conversation will be two-way to increase ease in discussing the program together. The use of *demographic information* for the district included Academic Data Review from Moak, Casey & Associates, and The School Report Card from Texas Education Agency, PEIMS data, STAAR data and U.S. Census Bureau data for the Uvalde area. Once the grant is awarded, on-going benchmark data will also provide progress information for strengths and weaknesses that need to be addressed. The campuses that are in most need were the first ones we decided to plan for. A meeting with the campus principals and the Assistant Superintendent for Curriculum and Instruction provided opportunities for principals to discuss their ideas. The 21st Texas ACE Community Advisory Council will be hosted at each campus periodically and invite discussion to solve problems and to validate program efforts. The **needs assessment** was designed by a team of administrators and reviewed by partners to build the support and need for the program in the Uvalde community. Each item was written specifically for the program and presented in a Likert scale. The efficacy of the needs assessment will be determined as a growing process when we change and update the survey and repeat it during the first year and every year thereafter. **Program Evaluation** will be formal and informal and conducted by The Solutions & Services Group, who have 20 years of experience in performing evaluations, 16 years of which were devoted to evaluating federal and Texas 21st CCLC and ACE programs. It will include informal surveys and feedback from teachers, staff, students, parents, providers, and families participating in the program. Formal evaluation will include grades, achievement data, attendance, behaviors, and promotion data. The Independent Evaluator was approved by the Superintendent and the Assistant Superintendent of Curriculum and Instruction. Private schools will supply the same information for their students attending the program and they will be part of the team for student success. Information gained from the evaluation will be used to strengthen and improve the program and will be presented in a public meeting. The grant plan will adhere to all *TEA Program requirements* including, community involvement with plans for continuous feedback opportunities in meetings and in writing or in person and with advisory council meetings posted in the local newspaper and on-line at the district /campus websites and at local businesses. Invitations will go out with a calendar of the meeting dates in English and Spanish. A Texas ACE addition to campus webpages will be designed to keep the school, public, and the community aware. A variety of members include business leaders, parents, extended family members, clergy, teachers, administrators, retired persons, etc. The grant management will be in coordination with TEA, trainings and technical assistance for feedback and ideas for program improvement. All Center schedules will be posted and made public. Center operations will coordinate with the regular school program. In addition, the Center staff, including the Project Director, Site Coordinators and Family Engagement Specialist positions will be utilized as designed in the grant application. The program beginning and ending dates for all sessions to include summer programs will be followed. All program centers will have living **safety plans**, processes and procedures for student sign-in and out and emergency and contingency plans in place. All program activities will align to the requirements and will align to the TEKS. All **Statutory Requirements** will be followed as defined in the Application Guidelines. Coordination with TEA and the independent evaluators will keep us aligned with the requirements addressed further in Schedule #16. Programs will take place in a **safe** campus environment with collaboration from the regular school programs. The community was given notice of the intent to submit this application and all funds awarded under these requirements will be used as explained to increase state and local and other non-federal funds that would otherwise not be available. Together, we can make Uvalde CISD the ACE Place-where all students and their families want to come to learn and grow together.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 232903	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	$394,060	$32,500	$426,560
Schedule #8	Professional and Contracted Services (6200)	6200	$136,900	$0.00	$136.900
Schedule #9	Supplies and Materials (6300)	6300	$30,640	$0.00	$30,640
Schedule #10	Other Operating Costs (6400)	6400	$13,500	$0.00	$13,500
Schedule #11	Capital Outlay (6600)	6600	$42,400	$0.00	$42,400
	Consolidate Administrative Funds			☐ Yes **X** No	
	Total direct costs:		$617,500	$32,500	$650,000
	Percentage% indirect costs (see note):		N/A	$0.00	$0.00
	Grand total of budgeted costs (add all entries in each column):		**$617,500**	**$32,500**	**$650,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0.00	$0.00	$0.00

Administrative Cost Calculation

Enter the total grant amount requested:	$650,000
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:	$32,500

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: 232903				Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional- Names of instructors TBD				
1	Teacher	31	0	$124,620
2	Educational aide	5	0	$28,140
3	Tutor	0	0	$0.00
Program Management and Administration				
4	Project director (required) Person TBD	0	1	$5,500
5	Site coordinator (required) Person TBD	5	0	$191,880
6	Family engagement specialist (required) Person TBD	1	0	$12,000
7	Secretary/administrative assistant	0	0	$0.00
8	Data entry clerk	0	0	$0.00
9	Grant accountant/bookkeeper	0	0	$0.00
10	Evaluator/evaluation specialist	1	0	$15,000
Auxiliary				
11	Counselor	0	0	$0.00
12	Social worker	0	0	$0.00
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 Summer Program Teachers TBD	10	0	$18,750
20	TitleSummer Program Aides TBD	3	0	$4,500
21	Title			$
22			Subtotal employee costs:	$400,390
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$
24	6119	Professional staff extra-duty pay Professional Dev. 31 teachers- 10 Training Hours		$4,650
25	6121	Support staff extra-duty pay		$
26	6140	Employee benefits		$21,520
27	61XX	Tuition remission (IHEs only)		$
28		Subtotal substitute, extra-duty, benefits costs		$
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$426,560

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

> Note: The district would like to utilize the Girl Scouts (Gamma Sigma Pearls and Gamma Sigma Girls from Uvalde High school to serve as volunteers. Each girl will receive training, and community service hours at the end of the program year. The number is to be determined, but the program is hoping that 25 girls will want to volunteer.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 232903	Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0
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	**Karate, Dance, Cheer-** Program teaches anti-kidnapping techniques (karate)	$19,900
2	**Uvalde Art Masters-** Art expression classes to enrich student experiences	$6,000
3	**Drumming-** Learning to drum with a group offers leadership opportunities	$10,000
4	**SAT Prep/ TSIA College Entrance Test Prep-**54% of parents want college	$3,000
5	**Robotics Lab-** Science and math exploration	$20,000
6	**Native American Folklore, Art & Dance-** cultural opportunity	$3,000
7	**Country Cooking-** Math fractions, percents, science	$3,000
8	**Tennis, Chess Club, Scrabble Club-** Enrichment	$8,000
9	**Junior ROTC-** Career and college readiness	$6,000
10	**Book Whisperers-** Pen & Quill Club (Center newsletters)	$8,000
11	**Uvalde CISD Transportation** (see note)	$50,000
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$136,900
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$136,900

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

Uvalde CISD is a rural district covering over 1000 square miles. Transportation home will be on an as needed basis only. 74% of the respondents in the Community Needs Survey reported that they would enroll their child in the afterschool program even if they had to pick them up after the program four days a week. However, with the rural nature of the district, funds must be ready to transport students.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 232903	Amendment number (for amendments only):

	Expense Item Description	Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$30,640
	Grand total:	**$30,640**

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

$30,640 will be divided by the 5 Centers for a supply budget of $6,128 for the year. Supplies must be used during the Family Engagement sessions and for student activities. The Family Engagement Specialist will use supplies for example: developing activities such as flip books, story boards, word walls (personal word walls use regular pocket folders), index cards, chart paper, pens, pencils, markers, etc. Spiral notebooks will be used for Family Learning Logs. There will be places to put photographs in the log, Sentence strips, flip charts, dry erase markers will be needed as well as basic office supplies. Make-n-Take supplies will be needed for literacy kits to take home using student-led dictated stories, construction paper, etc. Buttons, shells, crayons, etc. will be used to illustrate their stories. Blank books for authors, sheet protectors, etc. will be utilized in the program. Science materials: used to create family science Boards for their own Family-led Science Fair projects. Math manipulatives (math literacy) as the families work with their children on word problemists. Book of the Month Club, will bring favorite books to the spotlight for parents and children to learn about. Local authors will visit to share their works and inspire the writers within our group. This is just a sample of what the Family Engagement Specialist will utilize for programming.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 232903	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.	$0.00
	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	$0.00
6419	Non-employee costs for conferences. Requires authorization in writing.	$0.00
	Subtotal other operating costs requiring specific approval:	$0.00
	Remaining 6400—Other operating costs that do not require specific approval:	$10,500
	Grand total:	**$13,500**

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.

Note: The travel for the Project Director and Family Engagement Specialist is for required trainings.

These costs are here because there are required costs to send the Project Director, the Site Coordinators, and the Family Engagement Specialist to trainings. Feedback from the trainings will be used to inspire staff and to foster creativity and new ideas.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 232903		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$0
66XX—Computing Devices, capitalized				
2	Laptop Computer (PD,5 SC,FES)	7	$2,000	$14,000
3	iPad minis	20	$300	$6,000
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	Windows with Excel, Word, Publisher, etc.	7	$500	$3,500
13	Kid's College, Learning Through Sports (software)	20	$500	$10,000
14	Footsteps2Brilliance (software)	20	$200	$4,000
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19	printer	7	$700	$4,900
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$0
			Grand total:	$42,400

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

Most of this is self-explanatory. However, the iPad minis are for centers in the teacher classroom where students will explore the program, Footsteps2Brilliance. It is a literacy developing tool for families and their children enrolled in the program.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 232903	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:			4,771 (source: PEIMS Fall Collection 2015-16)	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	12	.25%	Attendance rate	94.3%
Hispanic	4,302	90.17%	Annual dropout rate (Gr 9-12)	5.8%
White	413	8.66%	Students taking the ACT and/or SAT	56%
Asian	22	0.48%%	Average SAT score (number value, not a percentage)	1291
Economically disadvantaged	3,713	77.82%	Average ACT score (number value, not a percentage)	18.7
Limited English proficient (LEP)	304	6.37%	Students classified as "at risk" per Texas Education Code §29.081(d)	64.01%
Disciplinary placements	DNA	DNA		

Comments

The mobility rate for UCISD was 13.5% which was less than the state level of 16.9%. This has implications for students moving within the district and outside of the district. Having a quality program such as the Texas 21st CCLC Cycle 9 Grant can help us stabilize movement because as once a successful Texas 21st CCLC program is up and running, it will be a drawing card to neighboring districts and private schools as well as a way to keep families in the district because neighboring districts do not have this fine program.

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

Category	Number	Percentage	Category	Number*	Percentage*
African American	DNA	DNA	No degree	11.3	5.4%
Hispanic	DNA	DNA	Bachelor's degree	156.2	83.2%
White	DNA	DNA	Master's degree	22.5	11.4%
Asian	DNA	DNA	Doctorate	0.0%	0.0%
1-5 years exp.	DNA	DNA	Avg. salary, 1-5 years exp.	$42,425	N/A
6-10 years exp.	DNA	DNA	Avg. salary, 6-10 years exp.	$44,175	N/A
11-20 years exp.	DNA	DNA	Avg. salary, 11-20 years exp.	$51,702	N/A
Over 20 years exp.	DNA	DNA	Avg. salary, over 20 years exp.	$54,376	N/A

*Data was available for only the Centers in the grant: Dalton (Prek-k), Anthon (1st-2nd), Robb (3rd-4th), Benson (5th), and Flores (6th &7th) Source TEA Federal Report Card for Texas Public Schools (2014-15)

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

County-district number or vendor ID: 232903

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. | Amendment # (for amendments only):

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	43	48	44	42	67	75	144	71	75						
Open-enrollment charter school															609
Public institution															
Private nonprofit															
Private for-profit	7	2	6	8	8	0	6	4	0						
TOTAL:	50	50	50	50	75	75	150	75	75						41
															650

Note: The number of students per grade level at the Private Catholic School may increase or decrease upon enrollment into the school in 2016-17. This increase, or decrease will not affect the total enrolled, it just may adjust the number attending that qualify due to economically disadvantaged status of the private school students. All private school students will receive the same program benefits as all other students.

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 232903	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.

1. Identified needs from the AEIS Data: The first step was to look back at the data and determine needs in three campuses with IR (Improvement Required, Dalton, Anthon, and Robb Elementary Schools). Interviews and data revealed that Dalton and Anthon feed into Robb Elementary so they are viewed as linked campuses. Robb is in Improvement Required, so Dalton and Anthon are as well. They are all in this together and that is fair. Robb scored in Index 1 :56 (Student Achievement-required Target Score= 55) which lets us know that they are critically close to not meeting standard in Student Achievement. In Index 2, Student Progress, they needed to score 33 and they scored 31, which is close but indicates issues at the lower grades that feed into this campus. Index 3 is Closing Performance Gaps in which Robb Elementary scored 29 which is only one point over the Target Score of 28. Again, indications of lower achievement in reading and math at lower grades makes closing the gap once students arrive at Robb in 3rd and 4th difficult. The Texas ACE Program will seek to accelerate student learning at both the lower grades and at 3rd-5th by supplemental instruction so that students will demonstrate understanding and achievement and thereby increasing their Index Scores. The other campuses, Benson and Flores will enjoy supplemental instruction and activities that increase their reading of expository articles that are interesting and engaging with collaborative learning and group projects and activities that add to their knowledge and skill base without supplanting regular instruction. Use of the Texas ACE Blueprint for the Four Component Model and lesson planning will be a very valuable tool in the desire to increase achievement in all of the indexes and to move Robb Elementary out of Improvement Required.

2. Identified needs from the Community Survey: The Community Survey revealed 89.11% of the 790 responses returned said they would enroll their child in a high quality afterschool program, Mondays-Thursdays. Another 91.9% said they wanted their children to receive tutoring help and classes such as karate, art, cheer, tennis, etc. 76.24% of respondents said they did not need a GED but that 76.24% wanted to go to college. 63.4% responded that they would enroll in the family engagement program to be able to learn a trade such as welding or nursing. Over 50% of respondents reported their children needed academic help in core areas. Another 41.84% said they would welcome help in the afterschool program for their children with behavior issues. The survey also revealed that 92.8% of the respondents would enroll their children to receive opportunities to increase their children's technological skills. Also, important, 77.8% of the respondents said they would enroll their child if they were required to send their children four days a week.

3. Development of the Strategic Plan- Community Meeting. A community meeting was held where the community and business leaders who worked on the Strategic Plan for the district in 2014 met and were given an overview the grant and to add their ideas. They also wrote letters of support. Uvalde has never had anything like the Texas 21st CCLC ACE Program and they are excited!

4. Interviews with stakeholders- Working parents who responded in the survey, indicated that transportation was important to them for their children to attend the program. In the schedule of Center Operations, we indicated that Saturdays were TBD (to be determined) depending on how many working families we have who enroll their children into the program.

5. Academic needs were the first priority we were looking for because the campuses in IR status must rise above and meet the index standards. To align the needs with our resources, we looked at the Centers, the space for teaching, the safety of students and families, the computer labs and the costs of teachers, aides, and supplies.

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 232903	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 Program Would Address Needs
1.	**Academic Improvement**- Source: IR designation for three campuses- (Source: School Report Card, AEIS data) This is the pivotal key to college readiness and success in most career fields. Critical reading skills continue to cause issues across tests. From inferencing to drawing conclusions and being able to use text evidence to support ideas, gains in reading and writing are not reflected in the data for early readers in K-2. The data shows that the third graders are still learning to read rather than reading to learn. This is evident with the IR status and reflective of deeper problems with emergent literacy practices in grades Pre-K, K,1st and 2nd. The fact that the 5th grade campus "Met Standard" implies that for some students the gap begins to close while others experience a gap that will continue to grow. The afterschool program can be the "ACE" where "catch-up and acceleration" can flourish.	A quality 21st CCLC programs which **implement targeted instruction, meet the needs of struggling learners** and impacts academic achievement. The 21stCCLC grant would bring teachers of day programs and teachers in the afterschool program alignment, not just learning how impactful instruction that is highly visual, kinesthetic and utilizes multiple ways to accelerate student learning. Examples from the afterschool program should "bleed" into the regular day program, causing a rise in productivity and achievement through coordination and innovation. For example, students struggling with reading comprehension in grades 3-7 often decode, but can't use features of text to guide understanding of expository text. Students in the afterschool program benefit learning how to discuss a passage with a partner while using text evidence to support conclusions and inferences, then writing and sharing with a partner-expanding and developing their craft to read like a writer and to write like a reader.
2.	**Alignment and improvement of regular day program** is lacking in Pre-K- 2 causing barriers in 3rd and 4th grades (source- AEIS Data, School Report Card, Interviews) Robb, 3rd and 4th continues in IR because alignment and effective achievement strategies in reading and math are lacking in lower grades.	Utilizing quality techniques to accelerate student achievement across grades means that the curriculum taught is shared in practice by the teachers teaching it. Includes using a curriculum with rich math and literacy activities in reading and writing for students from concepts of print, recorded stories, dictated stories, working with words, teacher think alouds and modeling with fluid grouping, etc. 21st CCLC can be the catalyst for change.
3.	**College readiness**- Less than 10% of graduating class of 2015 went to college and stayed enrolled. (Interview with Director of Curriculum & Instruction)	The 21st CCLC can bring the whole family to college! Vesting the family helps the child stay focused on their joint goals-, Development of a "GO" Center at each 21st CCLC center and filed trips to area college.
4.	Lack of **family engagement** plan across campuses. There is no community education in Uvalde C.I.S.D. NO GED/ESL classes. Community Needs Survey revealed parents want college prep classes, CAN, welding, and GED classes	The Texas 21st CCLC program is the perfect vehicle to introduce the Uvalde community to the richness of a good community education program. Partnerships with area colleges to provide GED, college-readiness classes, TSI prep, and trades to enhance their income
5.	Access to a **broad array of services across campuses on a regular basis**- The Community Needs Survey revealed parents would enroll their child to receive dance, art, recreation activities. The survey revealed interest in the summer program.	If you build it, they will come. Students and families who are vested in their afterschool program want to attend the summer program. The afterschool program becomes their safe haven in the community- a place to grow as life-long learners and leaders in their community.

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Schedule #14—Management Plan

County-district number or vendor ID: 232903	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	The Project Director should possess a degree with teaching and leadership experience, preferably in a 21st CCLC program. The Project Director needs to have had experience with adult education/ learners, be responsible for overall management of the grant, resources, staff and coordination with reg. day program and data from evaluators for program improvement.
2.	Site Coordinator(s)	Candidate needs to guide teachers, manage grant objectives and resources for collaborative learning activities with at-risk students and families to maximize learning and maintain interest and attendance while coordinating with staff, TEA, to implement ACE Blueprint for success.
3.	Family Engagement Specialist	Candidate should have experience in working with families and engagement over involvement. Must be flexible in thinker and able to collaborate with Site Coordinators and regular day teachers and counselors as well as partners to provide adult learning experiences. Need familiarity with the Community needs and be follow grant requirements.
4.	Teachers	Need teaching certification/experience and be able to provide engaging activities that keep student interest and attendance while following the ACE Blueprint for maximum learning.
5.	Program Aides	Need to have NCLB qualifications, be able to assist staff and students for maximum learning.

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

#	Objective		Milestone	Begin Activity	End Activity
1.	Texas ACE teachers will use innovative teaching for academic and enrichment activities	1.	Texas ACE teachers introduced to the Blueprint.	08/29/16	09/29/16
		2.	ACE teachers employ Blueprint lesson templates	09/06/16	07/14/17
		3.	ACE Tchrs. attend campus faculty mtg/share Blueprint., innovative lessons they taught	11/09/16	07/14/17
		4.	ACE teachers utilize data to revise plans	09/20/16	09/14/17
		5.	ACE teachers internalize and use training info daily	09/06/16	07/14/17
2.	ACE Provides adult advocates based on student needs and best practices.	1.	ACE teachers conduct individual conferences	09/06/16	07/14/17
		2.	ACE teachers utilize goal-setting w/students	09/06/16	07/14/17
		3.	ACE teachers provide cooperative learning opportunities	09/06/16	07/14/17
		4.	ACE teachers observe each other/give feedback	09/06/16	07/14/17
		5.	ACE Teachers review promising tools in Blueprint	09/06/16	07/14/17
3.	Conduct ongoing/continuous student assessments for needs/improvement	1.	ACE teachers learn about formal/informal measures	09/06/16	11/17/16
		2.	ACE teachers employ informal/formal measures	09/06/16	07/14/17
		3.	ACE teachers learn pre/post measures for activities	09/06/16	07/14/17
		4.	ACE teachers interpret / use benchmark results	09/06/16	07/14/17
		5.	ACE teachers conference on progress/report cards	09/06/16	07/14/17
4.	Provide training opportunities for staff development	1.	ACE Teachers receive best practices training	09/06/16	07/14/17
		2.	ACE teachers employ best practices/ journal/share	09/06/16	07/14/17
		3.	ACE teachers receive state training/TEA Techs	09/06/16	07/14/17
		4.	ACE teachers employ strategies from TEA techs	09/06/16	07/14/17
		5.	ACE teachers use strategy roundtable for students	09/06/16	07/14/17
5.	Provide training on Family Engage. components/ ideas w/FES	1.	ACE teachers/staff work with FES best practices	09/06/16	07/14/17
		2.	ACE teachers observe FES in sessions/activities	09/06/16	10/20/17
		3.	ACE teachers assist FES in sessions/activities	10/20/16	07/14/17
		4.	ACE teachers partner w/parent to teach activity	10/20/16	07/14/17
		5.	ACE teachers partner w/ reg. program for activity	10/20/16	07/14/17

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

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 232903	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.

Uvalde C.I.S.D. continuous feedback and improvement:
  (1) begins with the Superintendent, Dr. Jeanette Ball, who leads by example. She holds weekly meetings with her staff so that all parties are kept in the loop. She writes of special projects can be discussed. She also has students on her committees for their perspective and feedback. For instance, the Strategic Planning that was done in the summer of 2013, was made up of community members, business leaders, parents, students, teachers, aides, etc. The work was published in writing and placed on the district website. The strategies developed by these groups, continue to be shaped with regular meetings and feedback from various strategy groups. For instance, the Strategy 2, plan 3 group is working on the development of community centers for increased parental engagement. Now, with the possibility of attaining this quality grant, the groups will become part of the Advisory Council Group to help bring the dream of Family Engagement to fruition at each Center.
  (2) The Superintendent also writes a Monday Message for the district which is sent out by email to all employees. She addresses ideas and upcoming trainings and also lets the staff know that she cares about each one of them. She highlights what is happening at each campus so that staff can be aware.
  (3) The Superintendent meets with teachers and principals on a regular basis to discuss their campus progress and benchmark scores for their students. They brainstorm ideas for improvement together, and as she conducts walk-throughs, she looks for evidence of identified needs and how those are being addressed. The boots on the ground make the work of committees happen or simply remain on paper. Dr. Ball is all action-because she knows that the stakes are too high to not be involved as such.

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.

Uvalde C.I.S.D. wrestles with sustainability on a daily basis as issues on property evaluations and funding are ever present. For instance, the district is applying for the 21st CCLC grant with the goal not to duplicate services, but to rather improve early literacy on several fronts by supplementing. Technology will be available to the afterschool children for use in building their emergent reading and writing skills. The software is the Footsteps2Brilliance software, developed by Ilene Rosenthal. The goal is to maximize the effect of this software by utilizing it during the day for the Pre-K grant and enhancing it after school as a guided practice center and family activity. There are so many stories and features, games and comprehension activities that a child will not duplicate activities. However, many children enjoy reading the same book more than once. It is the activity following the book that makes the difference. No worksheets, but great collaborative learning techniques that are fun, interactive, and seal the learning from the regular day program. The Site Coordinators and Family Engagement Specialist will be part of the regular program team for student success. It is feasible to plan for teachers and staff who are in the regular day program and the afterschool program to blend the initiatives rather than duplicate and overlap them. Is the ideal to enrich the learning palate, rather than to beat it with for example, phonics worksheets in the afternoon. To that end-creativity is the key.   The Uvalde Board of Trustees discussed sustainability for the Texas 21st CCLC Grant during a Board training in March. The Board is aware that sustainability is key to continuing the legacy that this program can provide for the community. In that sense, it is upmost that this program be successful so that sustainability is never in question- but an avenue to further sustaining this program. The Advisory Council will collaborate all year on sustainability ideas and plans and then present the plan to the UCISD Board of Trustees in April of 2017. The community is very tight-knit and will support programs that result in student and family success. Businesses in Uvalde recognize their future is tied to district success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 232903	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.	Observation/ Informal- External Evaluator create, administer, and analyze survey results.	1.	100% of Centers will follow grant objectives and safety plan
		2.	100% of Centers will follow uniform methods of data entry for attendance
		3.	100% of Centers will post schedules and follow schedules as designed
2.	Student Survey/ Informal- (see above)	1.	100% of survey results will be shared with Advisory Council 3x year (BME)
		2.	100% of survey results for improvement addressed by Sites Cor.'s 3x year
		3.	100% of survey results will be shared w. families/community/ admin. 3x yr.
3.	Teachers, Staff, Families Survey / Informal- (see #1)	1.	100% of survey results will be shared w. Advisory Council. 3x yr.(BME)
		2.	100% of survey results for improvement addressed by Project Dir. 3x year
		3.	100% of survey results will be shared w. families/community/ admin. 3x yr.
4.	Grades, Attendance, Behaviors Formal- External Evaluator analyzes data, creates report	1.	100% of survey results will be shared w. Advisory Council. 3x yr.(BME)
		2.	100% of survey results for improvement addressed by Project Dir. 3x year
		3.	100% of survey results will be shared w. families/community/ admin. 3x yr.
5.	Benchmark Scores, STAAR Scores, Subject Grades/Formal	1.	90% of students' benchmark scores will increase by 5% per admin.
		2.	90% of students' grades will improve by 5% (unless student achieves A's)
		3.	90% of students will achieve Met Standard in all Performance Indexes.

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: The Solutions & Services Group (TSSG), who will be the program evaluator if awarded, have many years of experience with 21st CCLC programs. They believe that the Project Director and the Site Coordinators and teaching staff must all be knowledgeable of the processes that must be adhered to for the data to be meaningful. For instance: the attendance data is of extreme importance to student achievement and ultimately, the grant. We know the program is working if students like it and attend regularly. So, attendance must be emphasized by all team members and monitored closely to turn-around problems early so as not to let attendance and thus student achievement, grades, etc. suffer. The service providers must keep accurate attendance data on an on-going basis. There is nothing worse than "fuzzy" attendance data to skew data and result in unreliability of said data. Data must be reliable in order for the appropriate improvements to the program to come to fruition. Accountability for correct data is a shared responsibility and will be discussed in trainings before the program starts, at every meeting and at each Advisory Council meeting. Findings from the data will be used to strengthen the program because we will act upon the data to, for instance, add certain sessions that are popular or discontinue a service provider if students do not attend doo to not liking the service provided. Of course, measures will be taken to correct any program problems before changing any service provider. The key to improving the program is through discussion and ownership of the problem by all parties. Then, when we are successful, we all share in the joy of good instruction and student achievement, grades, attendance, etc.
To that end, we will make public the results of the external evaluators by doing the following: (1) Results will be discussed with staff and then the Advisory Council with recommendations from all parties discussed and a plan generated for improvement employed. In areas that we are doing well as a finding of the evaluators, we will learn how to strengthen those results to result in even better achievement and student and family success. Results from the surveys will also be made public by reporting those results to the Uvalde C.I.S.D. Board of Trustees in a specified Board Meeting. The Advisory Council already has the owner of the Uvalde Leader Newspaper serving on it and she is writing a story for the paper about the district's plans for this grant, if awarded. She will follow-up with results in the paper accordingly. Results from the formal and informal data can be used as building blocks to refine and improve and strengthen the program- it is a shared responsibility with the success of students and families at stake.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 232903	Amendment # (for amendments only):

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

All students will be at their Centers when sessions begin each afternoon, Mondays through Thursdays. Students will ride buses home, unless arrangements to be picked up by parents have been established. Centers will have a safety plan in place with parental consent forms, contact names, and phone numbers. Students traveling from the Sacred Heart Catholic School will have the option to ride a district bus to the Center and home with the same safety plan as all students have. Bus duty will be rotated by teachers and aids. Anyone who is walking will have to have parents/arranged contacts come into the building to pick them up and sign them out. Safety plans will be reviewed for needed changes on a monthly/as needed basis. ACE Teachers have a great guide to help them in planning activities by utilizing the Texas ACE Four-Component Activity Guide for supplemental activities and services across Academics, Enrichment, Family and Parental Support and College and Workforce Readiness. The examples here are supplemental ideas that further enrich by utilizing the resources in the guide. (1) Academic improvement: For campuses that are IR (Improvement Required) and for other struggling learners, need supplemental services coordinated with the regular program to make the gains necessary to achieve better grades, passing benchmark scores, achieving Met Standard on STAAR tests and most importantly-maintaining those gains across time. The Teachers in the Texas 21st ACE Program will be taught how to use the Texas ACE Blueprint to help them align TEKS and to prepare engaging and rigorous learning activities to accelerate reading math, science and social studies grades. In Social Studies, program teachers may want to explore History Alive! to make the concepts real. For students struggling with writing, activities such as Pen & Quill Club can bring local authors to speak, inspiring writing in our students. Students can also create "This Day in Texas History" (Texas State Historical Society) to be read each morning over the intercom. Uvalde is history-just waiting to be discovered and enjoyed. From murder mysteries of its founding father, Reading Wood Black to the various Indian raids and subsequent forts (Fort Inge) built to protect settlers, ranchers and commerce up and down the trail, Uvalde is something out of a Louis Lamour novel. Students can interview elders for family history stories, recipes, music, and photos. . Students in the program can experience our government process as the election of 2016 will be approaching. This is a great supplemental aid to understanding our democratic process and why it is so critical for our next generation to value what our Founding Fathers envisioned and brought to reality. By providing stimulating and exciting activities that inspire reading, writing, science, math, and social studies, supplemental instruction can be just what our students need to develop further understanding and grasp of the concepts that support the TEKS

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

Information will be disseminated in the following manner:
(1) Newsletters with articles written by program students and families will appear on the Texas ACE District Website through coordination with Uvalde C.I.S.D. Executive Director of Communications and Marketing. A project in Southwest ISD in Cycle 6 had students in the middle school program be part of a writer's club where they learned how to interview staff and other students and then write interest articles. It represented the highest level of Bloom's Taxonomy because it was "construction". There were no "fill in the blanks". The greatest reward was looking back over the newsletters across the year and seeing students find their "voice" as their writing wings took off. The newsletters were very popular. These can be replicated at Uvalde and even built upon by publishing these newsletters on the district and campus websites. Newsletters can be sent out by the district through their e- mail and mail out services to each home in the community and be posted on the district splash page. (2) Articles about the program, the Centers and the addresses, including directions to the Centers will be written about in the Uvalde Leader News. The owner of the paper is a member of the Strategic Planning Committee for the district and serves on the Advisory Committee. On the Uvalde C.I.S.D. website, each campus has a link to push to receive directions to each campus.
(3) A Board presentation will be made by the Project Director, after initial award of the grant, describing the proposed activities to meet the objectives of the grant and also at the end of the first year to provide a report on the program effectiveness, plans for improvement, refinement and strengthening of the program.

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Schedule #16—Responses to Statutory Requirements (cont.)

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

Student achievement in academics such as reading and math will be nurtured through intentional workshops that focus on individual students and their objective goals for improvement. Teachers will be taught how to conduct "individual conferences" in which students and teachers discuss student performance on a measure by taking that measure apart and discussing how that student approached the problem solving situation. It is more student talk than teacher talk. But it is vital because students talk and you discover if the item in question was missed due to a lack of skill in the objective or was it an oversight or just marking the wrong answer. Teachers in the afterschool program can ascertain the "root issue" through this process. Rather than spend 4 weeks on multiplying fractions, talk to each student individually to see where the breakdown occurred and teach to the needs of the students. Partner students up so that they can learn from each other as they discuss their ideas. Then set goals together and meet to continue student conferencing across time. A similar project several years ago took 18 students who failed the first round of TAKS math and placed them in a tutorial setting. The teacher conducted induvial conferencing with students to determine root issues and then was able to target specific skills and thus was able to accelerate achievement for those students. Of the 18, 16 passed the retest in May and 3 of those who previously failed, scored commended. The sessions were didactic in nature which allowed students a "voice" in their tutoring. They began to say things such as, "Miss, I am ready to test!" They were no longer "leaves in the wind" subject to whatever problem was on the test- they became independent learners who knew how to think it through, and to recognize what the problem was asking them to do. These ideas can be replicated in the afterschool program which will allow students different avenues to success. (The other two students who did not pass, missed by 1 point and were able to pass in June). Strategies such as these will keep learning fresh and exciting for students-not just more of the same.

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 State Compensatory tutoring will be blended into the program upon award of the grant so as not to duplicate services. Students needing tutoring for academic purposes are also the students who need to be served in the grant. By careful coordination, the program can have the students attending the Centers, receiving their snacks and going to tutorials as a rotation before they go to their broad array of services. This is a great way for local teachers to collaborate with the program for maximum student success and program understanding. The Texas ACE 21st CCLC Grant is NOT a separate program off on an island-rather, it is a vital part of a comprehensive plan to improve our schools and our teaching so that families, students, and the community reap the benefits and make their way to careers and college, forever changing the landscape of the community and leaving a legacy for coordinated success. Powerful programs need to be in the forefront because of their potential to positively impact schools, students, faculty, staff, and parents. A positive press campaign can inform and encourage the community.

Every fall, students want to go out for sports (grades 6-7). In the middle schools, the Project Director can coordinate with the school coaches who desperately need their players to have good grades and therefore be eligible to play. By working through flexibility, sports can be the students' Broad Array of Services rotation and then students can come back into the building to attend tutoring and complete their homework. Creating "win-win" situations is the best use of resources for benefiting students and the program. Coaches become your best ally and a friend of the program. These ideas keep programs from competing with prospect stops tug-of-war antics, gossip, and bad feelings.

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| **Schedule #16—Responses to Statutory Requirements (cont.)** | |
| County-district number or vendor ID: 232903 | Amendment # (for amendments only): |

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

(1) Proposed intentional activities will be based on an objective set of measures that begins with appropriate planning as required and discussed in the Texas ACE Blueprint. The Blueprint details how to utilize the Four Component Model. The Texas Ace Four Component Guide assures program balance through the four core components of the Texas ACE Program: Academic Assistance, Enrichment, Family and Parental Support Services, and College and Workforce Readiness. Although activities are not limited to only those on the guide, they serve as a roadmap to Center and program success. Professional development on the guide will be provided for each Center's staff, Center teachers and Site Coordinators will utilize the ACE Resources for Planning and Implementing Activities for Students and Families and specifically the Texas ACE Activity and Lesson Plan Worksheets because they integrate the following for engaged learning strategies through the : Texas ACE Goals and Four Component Modulates, Technology Applications, English Language Proficiency, Texas College Readiness and Partnership for 21st Century Skills. In addition, engaged strategies for learning are enhanced using the 5E Lesson Cycle, Project Based Learning, etc. (see ACE Blueprint Appendix 9). In addition, the planning must include Campus data, such as PEIMS, STAAR, grades and benchmarks, attendance, behavior and discipline reports and Targeted student needs at the skill level. Finally, student and family "Voice and Choice" as students "vote with their feet" when it comes to having activities pushed on them rather than letting them share their voice in the choice. The same is true with families, parents, grandparents, etc. Just because the median income is under $40,000 per year, doesn't mean that they all need a GED. Unless you ask you can't employ the task. Targeted questions on a recent Needs Survey gave good feedback for activity ideas and selections. The ACE Blueprint is so helpful and many teachers have reported that the SMART GOALS Keep them on the straight and narrow: S= Specific, M=Measurable, a=Attainable, and R=Relevant (one might add here that R also indicates that R= relationships and R= relevance for successful planning), and T= Targeted which refers to the student need and a desired level of learning attainment.

(2) Evidence-based research: always enriches and supports the learning strategy. For instance, the National Reading Panel (2000) indicated that Sustained Silent Reading was not included on their Evidence-Based list because there were not enough "good" studies (Meta-analyses) to support its inclusion. However, Louise Rosenblatt's (Reader's Response 1997) work strengthens what a good instructor knows to be effective and that is coupling Reader's Response with Sustained Silent Reading. The strength is in the activities that follow the reading. This said, just because you use a template, judgement must be employed for a common-sense approach to teaching and supplementing student learning. For instance, a student's weakness is in reading comprehension. A Teacher might think to pull a first grade book to "overlearn" phonics when the root issue has not been explored. The Blueprint is research-based. Couple that with good activities that are intentional and targeted, and you have the beginnings of true progress for students and their families. Evidence-based research helps the teachers to teach from a knowing standpoint rather than an "intuitive" stance

(3) Summary of the plan to collect data: The data sets are clearly outlined in the Texas ACE Blueprint (Campus Data, Targeted Student Needs, and Student and Family Voice and Choice). Although, other sets can be used, these must be used for gathering information and planning. Other sets, such as Economically Disadvantaged and At-Risk bring light to reasons why some students may have issues that lead to learning attainment problems. Discussions with the regular classroom teachers also bring another view to student needs. For the purposes of this grant, campus data (PEIMS, STAAR Data, Campus Report Cards, and the Community Needs Survey were utilized to ascertain a picture of student needs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 232903	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. **X 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.

Uvalde Consolidated Independent School District covers over1,090 square miles and is considered a rural area. It is 83 miles west of San Antonio, Texas. The current plan is to partner with Southwest Texas Junior College to provide educational opportunities for adult family members who as a result of the Community Needs Survey, identified a desire to attend college preparation classes, college entrance test prep, career classes such as Certified Nurse's Aide, welding instruction, and GED classes. Dr. Olga Escamilla, Adult Education and Literacy Director will serve as our liaison for providing teachers and facilities for college-prep courses and career courses such as welding certification and Certified Nurse's Aide Training. In the coming years of the grant, if awarded, we would like to add the Rio Grande Campus (Sul Ross University) and the Texas A&M Agriculture Extension Office. As we grow we will want to add other partners because they bring unique viewpoints to the table and can harness new and expanded opportunities for our students and their families:

Southwest Texas Junior College: Will provide (1) classes in GED with two options: (A) the classes can be held at each Center via live instructors with teleconferencing to facilitate asking and receiving answers to student questions, (B) classes can be attended at South West Texas Junior College. We will offer it both ways to meet the needs of our adult students. Fees for GED testing will be 50% paid for out of the 21stCCLC grant up to $6,750 that will serve 100 adult learners. A GED Graduation ceremony will be planned for June, 2017.GED study guides will be purchased and made available for check-out to adult learners. The use of computer labs at the Centers will allow Adult learners to take free practice tests and develop confidence in taking a test on computer. Students will also learn how to register for their tests at myged.com. Adult learners will also be able to take Certified Nursing Aide courses at our Centers. Classes in welding will be offered on site due to equipment required and safety. (Note: Current CTE students at Uvalde High School also attend South West Texas Junior College on campus classes to obtain their welding certificate.) This is only the beginning of our partnership between Uvalde CISD and South West Texas Junior College. Families will want to tour the campus to become familiar where they or their children will go in the future. Dr. Escamilla wants Uvalde families to become excited about learning opportunities at the school. She is excited to expand the class offerings so that a community education atmosphere of lifelong learning is accomplished through the Texas ACE 21st Community Learning Centers Grant.

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Schedule #16—Responses to Statutory Requirements (cont.)

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

Proposed Centers	Available Center Resources	Identified Needs Academic	How Needs Will Be Addressed
Dalton Elementary (Pre-K, K)	Classrooms, library, computer lab, gym, cafeteria, stage area, room for a parent center	Improvement Required Informal inventories used for Pre-K assessment. K uses TPRI Developing or Still Developing level in reading	Collaborate using one Imagine IT resources for supplemental emergent reading/literacy Use Footsteps2Brilliance software as a center rotation and with Parents and Children during Family Engagement
Anthon (1st, 2nd)	Classrooms, library, computer lab, gym, cafeteria, stage area, room for a parent center	Improvement Required TPRI scores reveal most students are at the Developing or Still Developing level in reading.	Collaborate using one Imagine IT resources for supplemental emergent reading/literacy. Use Footsteps2Brilliance software as a center rotation and with Parents and Children during Family Engagement
Robb Elementary (3rd, 4th)	Classrooms, library, computer lab, gym, cafeteria, stage area, room for a parent center	Improvement Required Index 1 St. Achievement= 56 Index 2. St. Progress=31× Index 3 Closing Perf. Gaps= 29 Index 4: Post Sec. Read. = 14	Collaborate with teachers to provide after school supplemental reading, writing, and math activities. small group, teacher read-alouds, modeling, collaborative groups-think-pair-share, working with words, Scrabble Club
Benson Elementary (5th)	Classrooms, library, computer lab, gym, cafeteria, stage area, room for a parent center	Met Standard Index 1 St. Achievement= 64 Index 2. St. Progress=44 Index 3 Closing Perf. Gaps= 32 Index 4: Post Sec. Read. = 21	Collaborate with teachers to provide supplemental activities in reading, math, and science activities i.e. . small group, teacher read-alouds, modeling, collaborative groups-think-pair-share, working with words, Scrabble Club
Flores Middle School (6th , 7th)	Classrooms, library, computer lab, gym, cafeteria, stage area, room for a parent center	Met Standard Index 1 St. Achievement= 62 Index 2. St. Progress=30 Index 3 Closing Perf. Gaps= 33 Index 4: Post Sec. Read. = 27	Collaborate with teachers to provide supplemental activities in area of most need per student, Scientists, Pen & Quill, Student-written Newsletters, Country Cooking,

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Use of best practices-

(1) Enhance academic performance- Targeted student needs will guide activities that coordinate with the regular program for maximum effect. Activities will also be enhanced by referring to best practices in the evidence-based research because time is of the essence and being effective will enhance student and family staying power. For example, Collaborative Learning methods have a strong research base as outlined in the work, Powerful Learning: What We Know About Teaching for Understanding (Linda Darling-Hammond, Brigid Barron, P. David Pearson, et al ,2008). The authors guide us to look closely at the tasks in group and cooperative learning tasks. Robert Slavin of John Hopkins University says, "It is not enough to simply tell students to work together. They must have a reason to take one another's achievement seriously." Roger and David Johnson's work includes five important elements in collaborative learning: (a) Positive Interdependence, (b) Individual Accountability, (c) Structures that Promote Face-to-Face Interaction, (d) Social Interaction, and (e) Group Processing. Employing these researched-based approaches, along with the ACE Blueprint, ACE Program teachers can supplement the regular day with effective models for student learning and academic achievement at levels regular classrooms may be limited in time to employ. These techniques will work with families as well and provide interesting insights and growth among participants.

(2) Achievement will be enhanced through the use of researched methods that actively engage learners in meaningful tasks. The old saying stands to reason, "Tell me and I forget, show me and I remember, involve me and I understand." Dale's Cone of Experience helps us to further understand this as we plan for engaging activities to supplement the regular program.

(3) Postsecondary and workforce preparation- Project-based pathways result in realistic products/presentations success when using five components: Centrality to the curriculum, driving questions, investigations, and processes that are student-driven can guide planning for post-secondary experiences for students and adults.

(4) Positive youth development- provides for imaginative ways to involve student voice in making activities relevant to learning. Counseling sessions involve small group discussions, ideas, and projects. Art opens discussions about culture and society. Dance offers understanding of choreography, art in motioned. Drumming offers student's leadership, and understanding of civilizations that have drummed across the ages.

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.

Volunteers can be an invaluable asset to programs, especially if these are people from the community that the student look up to and admire, such as senior citizens, officials in city government, coaches, football players, scientists, historians, etc. They all have a story to tell about Uvalde and their identity with Uvalde as their community of choice. Upon award, The Project Director and Site Coordinators will develop a plan to utilize volunteers on a daily basis at all Centers. For instance, surveyors can discuss the math they use every day, the Uvalde Leader Newspaper reporter can share how they write articles for specific audiences, how they edit, and adhere to space limitations. Volunteers will have to have background checks when working in the Centers with students. They will have a handbook to help guide them in the school culture, and to be successful and enjoy their experiences with students as much as they themselves will be enjoyed. For family engagement planning, former graduates of Uvalde High School who have gone on to college can attend to discuss their journey in college and how that experience prepared them for their chosen profession. Volunteers will be directly responsible to the Site Coordinators under the leadership of the Project Director.

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| Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 232903	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.

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

The Superintendent of Schools conducted as Board of Trustees training in which she discussed the sustainability of the Texas ACE 21st CCLC Program. They are aware that the grant will decrease in funding 3% in years two and three and 5% in years four and five. The Uvalde CISD Board of Trustees want this program to be successful and are vested in seeing this program continue for students and their families. They see the potential in raising academic achievement, providing enrichment, family engagement/ support services, and college and workforce readiness. So sustainability planning is already underway because one cannot be lulled into thinking there is "time" later to address this issue. There is in reality a sense of urgency to make sustainability a reality- NOW- because the grant money "seeds" the fields but sustainability provides a way to gather the harvest year after year. To that end, the Uvalde CISD Texas ACE Sustainability Plan also includes the Advisory Council which is made up of community members, professionals, business owners, parents, teachers, former graduates of Uvalde High School, etc. These are the grassroots that will help spread the word and provide ideas for attaining funds and services offered to keep the program flowing across the years and the years to come. The Texas ACE Program, in our thinking, is thought of, not as an add-on, but as a staple in the community upon award and on into the future. One way we have been thinking about approaching this is with the development and refinement of a logic model which will be developed from a shared vision for this program and will change across time as we revisit the model again and again. The model below is built on the importance of relationships.

Patrick, 2016
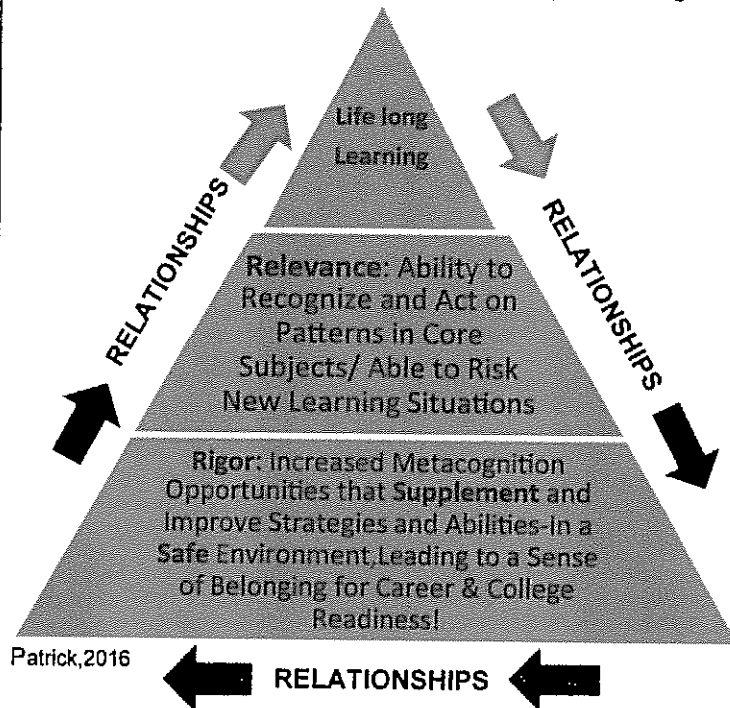
RELATIONSHIPS

Positive relationships in the afterschool program build sustainability because all stakeholders come to the table for input and to bring voice to the program. A sense of belonging develops for the whole team, students, community, teachers, administrators, families, Community Advisory Council members, business leaders, regular program teachers. Logic models help us to guide our thinking, sustain our programs, and impact students and their families. When students and families achieve, the program wins and sustainability is assisted. This logic model could also work to assist the Centers in planning their activities in conjunction with the Texas ACE Blueprint.

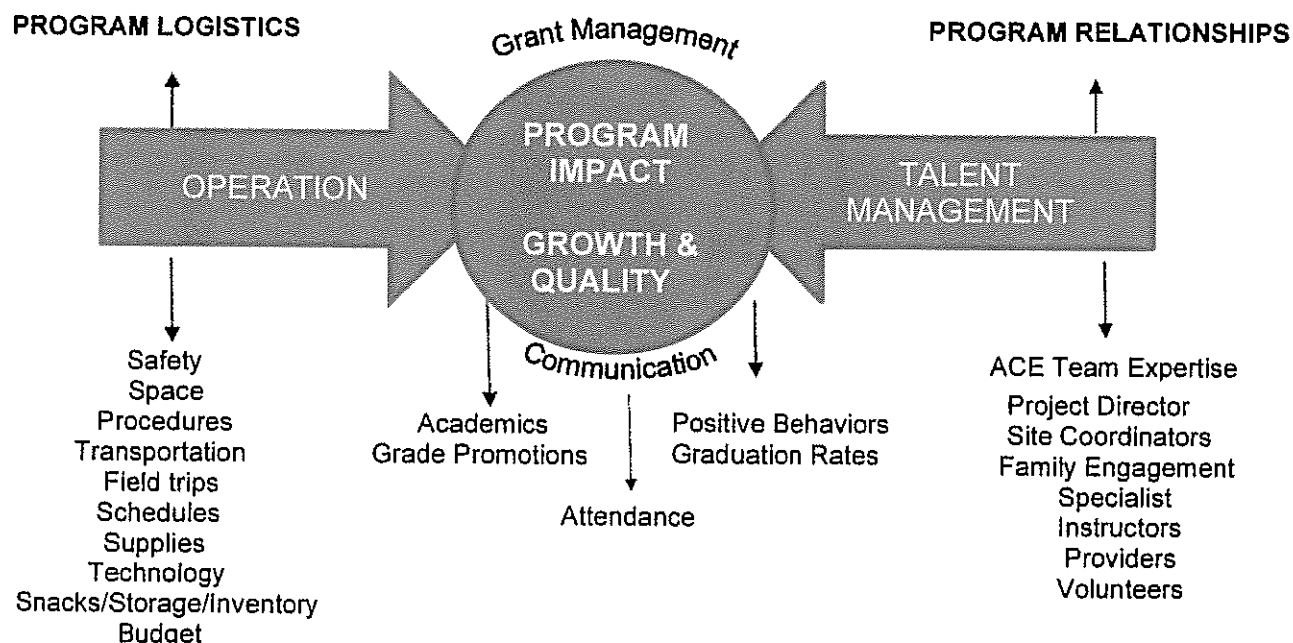| For TEA Use Only	
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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

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.

The ACE program teachers will meet with the regular program teachers to understand the scope of student needs at the five Centers. According to the ACE Blueprint," Aligning with the school day allows opportunities to strengthen the relationship between ACE goals and the school day goals for students." Aligning will provide the following benefits: (1) increased effectiveness and use of the out-of-school time, (2) can assist each Center's home campus achieve their Campus Improvement Plan (CIP), (3) increased awareness of the academic performance/rigor, etc. on the home campus with all gaps and opportunities to make the most of the afterschool ACE program. ACE Program teachers need to communicate with parents for updates on how their child is progressing. It may be possible for a version of the Parent Portal to be put into place for the ACE Parent Portal where parents can access progress, attendance, behavior, etc. in the out of school time in the ACE program. These activities must be driven by the Project Director and the Site Coordinators in order for students and families to be successful, informed, and supporters of the program. In some cases, parents think a high quality after-school program is really "babysitting". Those misconceptions can be turned around by letting parents know just what activities and innovative plans are in place at the Center. Center Open House can be held during the year to invite parents to experience an ACE afternoon. Parents that perhaps work and are otherwise unable to attend family engagement activities, need the information in order to adjust their thoughts, and ideas about what the ACE Program is really accomplishing-and they will tell their friends and the word will spread in the community. Parents and community members can be invited to Advisory Council Meetings to learn about the program in deeper ways, to see the Center, and to hear about obstacles, highlights, and plans in the making. The Advisory Council for the Uvalde Texas ACE Program is already committed to serving this program, the students, the families and the staff. All have a stake in the sustainability of the program and its success each day, month, and year. The Advisory Council was devised by asking members of the community, business leaders, parents, teachers, etc. to serve on this committee. If awarded, the Community Advisory Council (CAC) meetings will be documented with minutes and sign-in sheets, etc. They have already produced letters of support for this program and expressed at a recent training their excitement and pleasure for such an opportunity to be available at Uvalde CISD. This advisory Council understands that families can often be overlooked in giving their feedback, and that will be a directive from the council to the Centers to keep the conversation open for families and the community. The community must also understand how students are recruited for the program with those in most need being invited first and then those who want to come are invited next. Recruitment fairs will help with enrollment after students of most need have been invited and enrolled in the program. The community must also be involved as the evaluation of the program is conducted both formal and informally. The community also needs to know the results of the Community Needs Survey as an important piece of the plan for creating the program at each Center.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PROGRAM LOGISTICS   Grant Management   **PROGRAM RELATIONSHIPS**

PROGRAM IMPACT

OPERATION   GROWTH & QUALITY   TALENT MANAGEMENT

Communication

Safety
Space
Procedures   Academics   Positive Behaviors
Transportation   Grade Promotions   Graduation Rates
Field trips
Schedules   Attendance
Supplies
Technology
Snacks/Storage/Inventory
Budget

ACE Team Expertise
Project Director
Site Coordinators
Family Engagement
Specialist
Instructors
Providers
Volunteers

Grant management is something akin to juggling, and never dropping the ball. Just as the juggler fascinates the crowd, good grant management brings the "Oohs and aahs" when grant goals are met and students and families reap the benefits! Beyond showmanship, grant management is hard work, but once again, the Texas ACE Blueprint is there for guidance and speaks volumes from those who have been in the field and experienced the agony of defeat and the thrill of victory. Using the resources will keep our grant program, if awarded, with our feet on the ground and our eyes focused on the growth and quality of the program that first grew in our hearts. The Texas ACE Blueprint outlines the planning and project management that is pivotal in developing a successful program. While managing the moving parts of the grant, the Project Director and the ACE Team will have to keep in mind that student and adult participation data is confidential information. The Texas ACE Blueprint outlines the guidelines that must be followed to adhere to the law (see page 30 Texas ACE Blueprint, FERPA and PIA and Texas Administrative Code Title 1 Part 10 Chapter 202). Policies and procedures must be in place to ensure privacy.

Sustainability is always in the mind of the Project Director, knowing how to lead for successful grant management can assist when the Project Director goes before the Board of Trustees to present the sustainability plan. The visual assists the reader in seeing the big picture that illustrates that operation and talent management are key to successful grant management. However, those pieces are solidified when successful **communication** is applied at all turns. Communication must be consistent so that what the Project Director is saying, the Site Coordinators are also saying and so on. The team is a coordination of goals, operation, talent management and communication. On-going training will be key to making all of these pieces work smoothly together. Building a training handbook as the first year of the program unfolds will be useful for looking ahead for as well as looking back to certain trainings and how they will be tweaked to fit the needs of the team and the service of the families and students as time goes on. The Project Director must utilize internal monitoring and communicate those results to the ACE Team. A process for internal monitoring in which the Project Director visits each site to view the posted schedules, the classes, looks at attendance towards performance goals, data entry and security of information, staff performance and evaluation, and budget utilization to achieve goals.

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

Center Number: 1	Center Name: Dalton Elementary 600 N. Fourth Street, Uvalde, TX 78801	
9 digit campus ID#	**Distance to Fiscal Agent (2miles)**	
Grade Levels to be served (PK-12)	PK-K	

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:	100
Number of Adults (parent/ legal guardians only) to be served:	50

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

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Anthon Elementary			
9 digit Campus ID #	232903104			
District Name (if different)				
Distance to Center	3 miles			

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: Anthon Elementary 224 N. Benson Rd. Uvalde, TX 78801	
9 digit campus ID#	232903104	**Distance to Fiscal Agent (3 miles)**	
Grade Levels to be served (PK-12)	1st-2nd	

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:	100
Number of Adults (parent/ legal guardians only) to be served:	50

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

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Robb Elementary			
9 digit Campus ID #	232903102			
District Name (if different)				
Distance to Center				

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

Center Number: 3	Center Name: Robb Elementary 715 Old Carrizo Road Uvalde, TX 78801		
9 digit campus ID#	232903103	Distance to Fiscal Agent (4 miles)	
Grade Levels to be served (PK-12)	3rd-4th		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	65

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	Benson Elementary			
9 digit Campus ID #	232903101			
District Name (if different)				
Distance to Center	3 miles			

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: Benson Elementary 5th Grade Campus 601 N. Dean Street, Uvalde, TX 78801		
9 digit campus ID#	232903101	Distance to Fiscal Agent (1 mile)	
Grade Levels to be served (PK-12)	5th		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	65

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	Flores Middle School			
9 digit Campus ID #	232903046			
District Name (if different)				
Distance to Center	4 miles			

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

Center Number: 5	Center Name: Flores Middle School 901 N. Getty Street, Uvalde, TX 78801		
9 digit campus ID#	232903046	Distance to Fiscal Agent (.2 Miles)	
Grade Levels to be served (PK-12)	6th- 7th		

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

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	65

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	Morales Junior High School			
9 digit Campus ID #	232903046			
District Name (if different)				
Distance to Center	4 miles			

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

Center Number: 6	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

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

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

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

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

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

Center Number: 7	Center Name:		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

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

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

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

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

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

Center Number: 8	Center Name:		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

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

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

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

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

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

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

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

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

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

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

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

Center Number: 10	Center Name:		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

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

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

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

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

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

The Texas 21st CCLC Program in Uvalde CISD, will be a seamless program from day services into the after school services. That said, the current State Compensatory Education (SCE) funds used to pay for tutoring of students, will continue as we will wrap that service into the afterschool program and utilize that as one rotation for our students who need that tutoring. That is not to say that our students may at times need more than one session of tutoring. For instance, if they are struggling and need small group assistance, they may go to one rotation of SCE and move to another where it is a very small group working on targeted assistance to accelerate skills in another subject area. The goal is not to supplant, but to coordinate and maximize student and family learning.

The recruitment process will begin as we find out the news of the preliminary award. Meetings with teachers to provide recommendations for students who need individual and or group assistance will be gathered, STAAR data will provide information on individuals that school counselors can also provide. Once we have names. We will send invitations to parents at each of the campuses for a "Get to Know Us" meeting where the Project Director, the Site Coordinators and teachers will discuss the goals of the grant and how we propose to meet those goals while helping their children to be successful. We can compile a "Frequently Asked Questions" and post them on each campus' 21st Texas ACE website where parents who could not come, can get information about the program and the services it will bring to the families. What a great time to present the family component so that parents feel wanted and welcomed and able to learn "shoulder to shoulder" with their children. Thus, we will be recruiting children and their families into an environment that is loving, caring, SAFE, and intended to guide all to lifelong learning. During the day, Recruitment Fairs will be held during lunch and a bulletin board will be posted with the Broad Array of Services and their descriptions, where students can "vote" for their favorite choices.

Once students are in the program, relationship and team building will enhance attendance and the staying power that is needed for the program to have the desired effects. We follow the idea of Relationship, Rigor, and Relevance as tools for student retention in the program. Students must have a voice and so an ACE Student Council can be formed to meet regularly and to provide on-going feedback to the program Site Coordinators and the Project Director. Monthly Advisory Council Meetings can provide a forum for student representatives as well as parents to provide ideas and suggestions for on-going improvement. These same participants will be your best salesmen out in the community and bring a sense of belonging and sincerity to the work at hand.

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

Center/Students M-TH	Operating and Staffing and Schedule	# of weeks	Hours per week	Summer Program
Dalton (100)	3:00 p.m.-6:05 p.m., 5 teachers, 1 aide	35	12	6 weeks, 22 hrs. per week (8:00a.m.-1:30 p.m.) Mondays-Thursdays. Dates- 06/05/17-07/13/17 Summer Program will serve 100 students from the total at one designated Center (TBD) 5 teachers, 4 aides
Anthon (100)	3:00 p.m.-6:05 p.m. 5 teachers, 1 aide	35	12	
Robb (150)	3:00 p.m.-6:05 p.m., 7 teachers, 1 aide	35	12	
Benson (150)	3:00 p.m.-6:05 p.m., 7 teachers, 1 aide	35	12	
Flores (150)	4:15 p.m.-7:15 p.m. 7 teachers, 1 aide	35	12	
Totals (650	31 teachers, 5 aides	35	60 hrs.	

* See Schedule 12   Sacred Heart Catholic School (41 students is included in the 650 student count) at 5 centers

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.

Prior to the program starting, staff will discuss the ACE Safety plan. The plan will be done in collaboration with the regular program and the ACE Project Director and Site Coordinators and the CAC. This will be a living plan as we progress and refine and add to this plan for the safety of our program students, their families and program staff. Recent events in the world have taught us that we can never be complacent when it comes to safety. **Before the Program:** The Site Supervisors, teachers and Staff need to be alerted if there has been any type of incident such as bad weather, accident, student disruption etc. that may impact student behaviors for that afternoon. Procedures must in place for indoor versus outside activities, etc. Site Coordinators must be informed early to allow for parents to know if severe weather has closed all afterschool functions and programs. Parents have to make arrangements, etc. So closing a program is a very serious matter and a process and procedure must be in place and referenced in the Parent Handbook as well as the ACE Program Handbook. Any time missed will be made up. Site supervisors need the absence list from the regular program by noon for planning purposes. Also, procedures will be in place to know exits and where to shelter in place and lockdown procedures. The district Police will need to be our partners so that they know where we are and we know where they can be reached in an emergency All staff must sign in/out or kronos if that is required. The Site Coordinator will be responsible to keep all time sheets and to turn them in on a scheduled basis. All students will sign-in next to their name and write in their ID number as required for their snack. Students must also sign in for every service provider at every rotation. Program Schedules will be placed in the cafeteria, the front office and outside the Site Coordinator's office area. Parents picking up their child must sign in and be on the list to pick up their child. All staff and providers must sign in and out for each day. The Site coordinator must be informed of any students who are absent from the program. A phone call to the parent must be made and documented. Students will not wander the halls and must be accounted for at all times. Students will be escorted to buses and staff will wait until the bus pulls out to leave the walkway. The Site Supervisor and the Transportation office must coordinate for any student who could not be dropped off as their parent was not home to receive them. Students will also wear lanyards and name tags identifying them as ACE students. All staff will wear a name tag as well at all times. That allows us to spot anyone who doesn't belong at the program. Emergency procedures will be written and in a notebook for reference in an emergency.

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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.

Each of the five Centers proposed in the grant application will need to engage in a process for developing activities for their programs that are "balanced" across the four components identified in the grant: Academic Assistance, Enrichment, Family and Parents Support Services and College and Workforce Readiness. The Texas ACE Blueprint provides examples of activities that support each of the components listed above and helps the Project Director and the ACE Team to see that the four component model provides the foundation for achieving student and family success. Each of the Centers will utilize the guide to provide activities that support the model. The Centers will follow the model for each term fall, spring, and summer. Reflection guides during this first year will assist in planning for the following years to avoid any pitfalls that were experienced the first year. However, activities on their own merit are much more powerful when aligned to the needs of the students and families as identified from the Needs Assessment and the needs of each campus. This is why the 21st CCLC program should be included in the Campus Improvement Plan (CIP). The ACE Team needs to know each Center's CIP as well as the individual needs of the students and families they are serving. When the ACE Team is designing activities to meet the needs of students and families, alignment is key. The team will already be familiar with TEA's Four Component Model, but each activity will need to be aligned to the Texas Essential Knowledge and Skills (TEKS) and enhance and expand learning for all participants while fulfilling the objectives of the grant. The Project Director and the Site Coordinators will guide instructional staff to scrutinize activities for alignment to the specific needs of students and families and that need must be identified in the activity unit and the lesson plans. The Texas ACE Blueprint provides resources that our Centers will use for optimum lesson planning and student success. Appendix 8 provides an activity alignment form that should facilitate the process. All of this is leading to engaging activities for students and families that meet their needs and secures their participation because they are interested and challenged to complete the activities. The Texas ACE Activity and Lesson Plan Worksheets integrate: Texas ACE goals, objectives, Four Component Activity Guide as well as the TEKS, technology applications, Texas College Readiness and English Language Proficiency. The guide also highlights engaged learning strategies that have been in the research to include cooperative learning, service learning, technology, etc. Our Centers will be required to use those templates as a quality guide for lesson planning and reflection following the lessons. Finally, the Project Director and the Site Facilitators will guide teachers to refer to the Needs Assessment before determining which activities to use and to apply the following three data sets:
Campus Data, Targeted Student Needs, and Student and Family Voice and Choice. The ACE Team will need to collaborate with the campus teachers because they know the students and the needs as well as the barriers that some students have encountered while trying to be successful. It is imperative that barriers to success do not repeat themselves in the afterschool program because that will be detrimental to student success. So, the Texas ACE Team will review the data sets and notes from school day staff and deliberate upon the best targeted activities from the guide to use for the greatest impact. Reflection after the activities will guide refinement and shape the learning of the ACE Team as they perfect their skills in providing targeted, aligned, and quality activities in the afterschool setting.

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

The Project Director and Site Coordinators will work with ACE teachers, day teachers and staff to make sure that activities are "balanced" using the four core components: Academic Assistance, Enrichment, Family and Parental Support Services and College and Workforce Readiness. Appendix 7 of the ACE Blueprint details the four component model in a chart form that can be printed and placed in each teacher's lesson planner- whether that plan is electronic or written in a plan book. Each Center will use the Community Needs Survey, and the campus needs. Teachers will be required to use the Texas ACE Activity and Lesson Plan Worksheets that integrate the Texas Ace Goals and Objectives, the TEKS, engaged learning strategies, school day and family connections and activity reflections. Student grouping will be fluid in nature so that no one is identified by a grouping. The fluid groups will be based on specific and targeted needs so that small groups can ensure that students get the attention to detail and the guided and independent practice that they need. Student conferencing as explained in earlier schedules, will assist the teacher in being able to focus on one or two students who need the same TEKS as identified by informal or formal assessments and STAAR results. The figure in Schedule 16 indicates the importance of Relationships to Rigor and Relevance. Students who struggle during the day, do not need more of the same, they need capable coaching with a responsive and caring individual who knows how to reach their academic needs in ways that promote learning. ACE staff need an "open mind set" which is focused on the strengths of the student and works to change the areas of need into areas of emerging strengths. Anne Marie Palinscar and Ann Brown (1984) did their seminal work on Reciprocal Teaching in which they used a didactic, rich language experience to engage students in taking turns being the leader and teacher as they worked through reading and writing activities. One of the major ideas that came out of this work was that they noticed that students were making "better" mistakes in that they were almost there and just needed more practice and collaboration to smooth out the rough areas. Palinscar and Brown were getting to the root issues involved and empowering students' thinking, which is what this program will enable teachers to do for their students afterschool. Each Center will have 1 teacher to 20 to 21 students. Teachers will be taught how to empower students to work with a partner for think-pair-share and other activities in which the partners will collaborate on learning tasks. There will be a Site Coordinator, and an aide at each site. The program seeks to have students from the South West Texas Junior College and students from the high school who want to become teachers to serve as student aids in the classes. These students will be instructed prior to working with ACE students on the Blueprint, engaging activities,etc. The students will receive a letter from the Project Director for community service as well as their portfolio for college entrance at the end of the year. The students will never be left alone with ACE students and will never have the responsibility for teaching or substituting.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 232903	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.

The Family Engagement Specialist (FES) works very closely with ACE program teachers, Site Coordinators and regular program teachers to support and encourage participation of families their child's education. When families work with their children in coordination with the afterschool program, skills are sharpened and academic gains ensue. Each FES will find assistance in the Texas ACE Blueprint which details their role and provides examples of tools to use for planning and implementing family engagement. The Blueprint outlines their work as: (1) Conducting needs assessments and surveys to determine activities to be offered. (2) Making sure that activities are planned and carried out consistently and safely. (3) Working closely with programs within the school and with community groups (supplement not supplant) because it is important to gather information about the work of those groups and to understand the importance of supplementing the work to bring success to another level for families and their children. (4) Communicating with parents and keeping the community aware of the ACE activities. A FES can contribute to the campus Texas ACE website and place a calendar of events there for parents to view and make plans. Frequently asked questions can also be posted there as well as family success stories that inspire other families to participate and share. (5) the FES can highlight or conduct a Family Spotlight or Family of the Month in which the FES interviews a family who is attending the program for feedback on the positive changes they have noticed for their children and their family since participating. The interview and pictures could be placed in the Uvalde Leader newspaper on a monthly basis. This is one way for the FES to reach out to parents and to forge relationships. (6) The FES will maintain a Family Resource Center. In Uvalde, we would like a "Go Center" developed for families where career and college resources are available, computers for job searches and samples of resume writing, job postings, and career information is available. The Go Center can host different college representatives who are available for parents to talk to and ask questions. (7) The FES will want to coordinate with parent liaisons and others who share similar roles to prevent duplication of services and the best leverage for funds. Note: The ACE Blueprint contains resources in the FES Guide in Appendix 14 and 15.

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

The Family Engagement Specialist (FES) will not work in isolation and must be able to work well with the Project Director and the Site Coordinators and staff to coordinate and map out ideas that complement the work of others. It is important that communication remain consistent, clear, somewhat concise, continuous, and with courtesy as all of the staff are working for student and their families. The FES can be a way to deter staff from working in "silos" by developing a coordinated plan for communication with the regular program staff and the afterschool staff and families. Regular planning meetings with the Project Director and Site Coordinators will facilitate communication. Then the team can work with the ACE teachers and staff to communicate in one "voice" that is there to promote the program and family success. The FES can assist in recruiting students for the program by reaching out to the parents of students who are struggling in school or attend a school that is in Improvement Required (IR). Not all students in an IR campus need assistance, but many parents who want their children in the program because their child is struggling will have questions that the FES can facilitate. The FES can also reach out to the parents of students who are not struggling but may attend a campus that is IR. Students not at risk will be invited after the struggling students and their families have been invited. Students who are currently not struggling need their skills strengthened to maintain gains and to continue to meet the Performance Indexes. The FES will work across all five proposed Centers to coordinate and assist the Project Director and the Site Coordinators in the development of the joint responsibility to serve students and their families and to promote the development of relationships, leading to rigor and relevance, and ultimately, Life Long Learning for all.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 232903	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.

For Example:

Family Engagement Planned Activities	Location/Frequency	Identified Needs that Activities Address
FES Survey to parents of enrolled students to prioritize needs and ideas expressed in the survey	Electronic and paper 3 x per year, fall, spring, and summer.	Although a Community Needs Survey was done, the families enrolled may not have taken part in that original survey. Therefore, the survey data may not be complete or a current reflection depending upon the results which will confirm or clarify or update family program needs and activity preferences.
The Read to Me series: How nightly reading aloud with your children and good questioning and predicting techniques will help them be better readers!	Centers: Dalton, Anthon 1 x week (The sessions will be taped and placed on-line at district website for families enrolled, but couldn't attend due to work.)	Robb is an IR campus and Dalton and Anthon feed into Robb. Emergent readers need to hear good fluency models. Parents will be taught-while children do an activity or they are in a rotation. When children return, the parents leave with tools to conduct a "picture walk" to predict what they think the story will be about. Parents will learn to look for natural stopping points in the story where they can ask probing questions. Parents will learn how to write their questions on a sticky note and place on page so they don't have to worry about generating questions on the fly. (Sticky notes with the questions are then placed on the back page of the book so that you don't have to rewrite the questions if you read the book again.)
Warp Speed, Mr. Zulu Why fluency is more about comprehension than speed. Send your child's reading scores into orbit with this technique!	Robb, Benson, Flores 1 x week	Good readers are engaged readers and know what to do when there is a "clunk" in the works. Ann Brown calls those "fix-up strategies Parents will learn how to help their child when comprehension falters while reading fiction or expository works.
My Son is Asleep and He Won't Get Up!!! Students who don't want to go to school are missing out! Learn how to help your child engage and get to school!!	Benson, Flores (special Session) can be repeated.	Truancy issues have a snowball effect. Avoidance is mirroring underlying problems. How to ask the right questions to get your child up and moving and into school where he, she belongs. Focuses on communicating with your child and LISTENING to them. How to get at the root issue of truancy- is it academic? Peer pressure? Let's solve it together.
Come and Take It! The Texas version of college Prep!	Dalton, Anthon, Robb, Benson, Flores (Special Sessions- ongoing TBD)	What is the TSI and how do you prepare for it? Participants will learn the tested skills and be able to practice sample items and learn from South West Texas Junior College teachers how to best prepare to pass and get into college.

The FES will refer to the Texas ACE Blueprint for strategies for bringing activities that are important to parents. See Appendix 13,14 and 15

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 232903	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	☐	☐	☐

B01, B02- Can cause a barrier if the language is other than English or Spanish. Not insurmountable-just may be hard to find someone who reads, writes Farsi, French, etc.

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 232903		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	Childcare-do we need license? Insurance? Minimum age?	☐	☐	☒

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	☐	☐	☐

C03 Home visits may be difficult due to the rural nature of the district-not insurmountable-just difficult.

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

E03, F02, F03, F05- Producing large type, interpreters, captioned videos/relay just need coordination with Special Ed Dept.

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

M02- Home visits may be difficult due to rural nature of district-just needs planning, coordination and be able to send two people out-never just one person by themselves.

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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	☐	☐	☐

M11- Childcare-do we need license? Insurance? Minimum age? Can be overcome-need coordination, information and OK from Superintendent

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):		

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

Q01- Transportation in rural districts can be cost prohibitive. We will coordinate with Mr. Ramirez, Trans. Director.

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 232903	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): **3**

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): **41**

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

Total Nonprofit Participants

Total nonprofit schools participating: 1	Total nonprofit students participating: 41	Total nonprofit teachers participating: 5
No nonprofit schools participating: 2	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: Data from each child's teacher

☒ What services will be offered: The full grant program as every other student receives

☒ How, where, and by whom the services will be provided : Services will be at Centers that serve that grade level

☒ How the services will be academically assessed, and how the results of that assessment will be used to improve those services -Sacred Heart students take the IOWA Test, will consult with teachers/Principal for interp. of results.

☒ 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 $1,000 per student

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

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

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

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)	
County-District Number or Vendor ID: 232903	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☒ Public school	☐ Private nonprofit school	☐ Neutral site

☐ Other (specify):

Designated Times

☐ Regular school day	☐ Before school day	☒ After school day

| ☒ Summer vacation | ☐ Other (specify): | |

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	Sacred Heart Catholic School		Economically Disadvantaged	Engaged in discussions w/principal	March 2016
	# of students:41	# of teachers: 0			March 2016
2	School name:		Same as above	Emails/Letters out to parents of elig. stds	March 2016
	# of students:	# of teachers:			March 2016
3	School name:		Same as above	Mtg. w/ teachers	March 2016
	# of students:	# of teachers:			March 2016
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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