# 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 | *Place date stamp here.* RECEIVED TEXAS EDUCATION AGENCY MAR 29 PM 4: 21 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION |
| **Contact information:** | 21stCentury@tea.texas.gov | |

### Schedule #1—General Information

### Part 1: Applicant Information

| Organization name | County-District # | | Amendment # |
|---|---|---|---|
| Fort Bend Independent School District | 74-6025253 | | |

| Vendor ID # | ESC Region # | DUNS # |
|---|---|---|
| 74-6025253 | 4 | 073905135 |

| Mailing address | City | State | ZIP Code |
|---|---|---|---|
| 16431 Lexington Blvd | Sugar Land | TX | 77479 |

**Primary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Kathleen | M | Collins | Director of Extended Learning |

| Telephone # | Email address | FAX # |
|---|---|---|
| 281-634-4219 | kathleen.collins@fortbendisd.com | 281-327-4219 |

**Secondary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Amanda | I | Salazar Flores | Grant Coordinator |

| Telephone # | Email address | FAX # |
|---|---|---|
| 281-634-6507 | Amanda.salazarflores@fortbendisd.com | 281-634-1700 |

### 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 |
|---|---|---|---|
| Charles | | Dupre | District Superintendent |

| Telephone # | Email address | FAX # |
|---|---|---|
| 281-634-1007 | charles.dupre@fortbendisd.com | 281-634-1700 |

Signature (blue ink preferred)          Date signed

03/29/2016

*Only the legally responsible party may sign this application.*

701-16-102-140

| Schedule #1—General Information (cont.) | |
|---|---|
| County-district number or vendor ID: 74-6025253 | 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): 07/01 | End date (MM/DD): 06/30 |

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

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|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: 74-6025253 | Amendment # (for amendments only): |

## Part 1: Required Attachments

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

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

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

## Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

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

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| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: 74-6025253 | Amendment # (for amendments only): |

**Part 3: Program-Specific Provisions and Assurances**

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

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

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| Schedule #3—Certification of Shared Services | |
|---|---|
| County-district number or vendor ID: 74-6025253 | Amendment # (for amendments only): |

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

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

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

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

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

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|---|---|---|---|---|
| **Fiscal Agent** | | | | |
| 1. | 74-6025253 | Charles Dupre | 281-634-1007 | $874,840 |
| | Fort Bend Independent School District | | Charles.dupre@fortbendisd.com | |
| **Member Districts** | | | | |
| 2. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 3. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 4. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 5. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 6. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 7. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 8. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |

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| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|---|---|---|---|---|

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

County-district number or vendor ID: 74-6025253 | Amendment # (for amendments only):

**Member Districts**

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|---|---|---|---|---|
| 9. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 10. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 11. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 12. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 13. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 14. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 15. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 16. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 17. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 18. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 19. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 20. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| | | | **Grand total:** | |

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| Schedule #4—Request for Amendment | |
|---|---|
| County-district number or vendor ID: 74-6025253 | 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

| | | | A | B | C | D |
|---|---|---|---|---|---|---|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | 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: 74-6025253 | 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: 74-6025253 | 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.

Fort Bend ISD is one of the most culturally, linguistically, and socioeconomically diverse districts in the State of Texas. Fort Bend ISD currently has 75 campuses: 11 high schools, 14 middle schools, 46 elementary campuses and four unique secondary campuses to address the academic and vocational interests of students. The District has twenty-three Title I campuses with 19 of these at the elementary level and 14 of these campus include a Spanish bilingual program. To meet the needs of our diverse learning population, all 46 elementary campuses have designated space for specifically providing students out of school extended day program services (before and after school, during teacher professional development days, over spring break, and during the summer camp). Middle school students are provided opportunities for extended day programming during the summer. While most of the students currently served in the Fort Bend ISD Extended Day Program currently pay tuition, the program offers financial assistance for families that cannot afford the program. Fort Bend ISD would like to utilize grant funds offered through the ACE program to continue to build upon the success of our current extended day program by offering increased accessibility to five of our neediest campuses, including 4 elementaries and one middle school.

These schools were chosen through a rigorous needs assessment including a thorough data analysis, engagement with school and district stakeholders, and collaboration with the community. Our needs assessment also included current partner participation, reviewing parent feedback, and a review of the relevant data. We analyzed attendance trends on the AEIS reports, discipline on our current and historical PEIMS reports, as well as state STAAR results. In reviewing multiple measures, the students we will target at our five campuses have attendance below the district average, level 2 offenses, or students in grades 3-8 with the lowest reported scale scores on the STAAR Math and STAAR Reading.

The program would increase accessibility to students at these campuses as well as our families who are not being reached through our current financial aid opportunities. This tuition-free program will complement and enhance after school opportunities and provide support in developing improved recruitment of our currently underrepresented population. After completing a needs assessment of our current extended day program and determined the need for family services support, the District feels confident that the ACE program will provide the additional leverage needed to target our underserved populations.

The primary goal of the proposed project is to improve and enhance participating students and their families engagement in learning. As a result of participation in the program, students' STAAR passing and growth rates will increase, attendance will improve and  students will be prepare for college and the workforce.
Accordingly, the ACE program funds will be used to create and develop ACE programs to meet the need cognitive, affective, and linguistic needs of between 70-100 students at each of the targeted sites. Services will be provided to families from 7:00-8:15AM (middle school) and from school dismissal to 6:00PM (elementary and middle school). Service times total a minimum of 12 hours per school week.

The goals of this program are to increase academic performance in identified deficit areas, improve attendance, decrease behavior issues and to provide social and emotional support to our future ACE Students and equally important, the families.  To achieve these goals, we will offer intentional programming and activities to students and families in the ACE program during the aforementioned times as well as during an ACE summer program that will be provided 5 days a week for six weeks, for five hours daily. Additionally, services for adult family members will be provided to promote school engagement and provide educational services. Activities will be with a student-teacher ratio 18:1or fewer and will include but are not limited to:

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| Schedule #5—Program Executive Summary (cont.) | |
|---|---|
| County-district number or vendor ID: 74-6025253 | Amendment # (for amendments only): |

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

- 1:1 and small group math, reading, science, and social studies tutorials and homework assistance with an instructionally trained staff member
- Large group arts and crafts, health and fitness activities with staff members or partners
- Large groups TEKS aligned thematic learning activities and projects, from Mindworks curriculum
- Anti-Bullying, character education, and behavior strategy work
- In-house explorations with our current partners including activities for robotics, dance, and karate
- Provide parents with ESL, literacy, and parenting classes to meet working families' needs

To ensure consistent, high-quality implementation, the proposed project will be managed by the ACE Project Director and the Director of Extended Learning. We will deploy several milestones through the grant cycle to ensure we are best meeting the needs of the students and families served through the ACE program. These milestones include stakeholder surveys to ensure voice and choice, student assessments aligned to school-day curriculum to monitor individual student progress and behavior checkpoints with a thorough review of discipline data. We will employ an external evaluator to conduct a formal evaluation as required to ensure grant funds are maximized and ACE objectives are being met.
The Fort Bend ISD grant development team carefully reviewed statutory and TEA requirements and addressed each through detailed and thorough responses in respective sections. For sustainability, Fort Bend ISD will continue to operate extended day services at the proposed centers through leveraging multiple funding streams to include foundation grants, ISD dollars, along with In-Kind services along with pursuing additional grants through federal, state, and the county.

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## Schedule #6—Program Budget Summary

| County-district number or vendor ID: 74-6025253 | 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 | $648,667 | $0 | $648,667 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $51,000 | $6,000 | $57,000 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $132,873 | $0 | $132,873 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $36,300 | $0 | $36,300 |
| Schedule #11 | Capital Outlay (6600) | 6600 | $0 | $0 | $0 |
| | Consolidate Administrative Funds | | | ☐ Yes  ☐ No | |
| Total direct costs: | | | $868,840 | $6,000 | $874,840 |
| Percentage% indirect costs (see note): | | | N/A | $14,892 | $14,892 |
| Grand total of budgeted costs (add all entries in each column): | | | **$868,840** | **$20,892** | **$889,732** |

**Shared Services Arrangement**

| 6493 | Payments to member districts of shared services arrangements | $0 | $0 | $0 |
| --- | --- | --- | --- | --- |

**Administrative Cost Calculation**

| Enter the total grant amount requested: | $889,732 |
| --- | --- |
| 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: | $44,487 |

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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| --- | --- |
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| Schedule #7—Payroll Costs (6100) | | | |
|---|---|---|---|
| County-district number or vendor ID: 74-6025253 | | Amendment # (for amendments only): | |
| **Employee Position Title** | **Estimated # of Positions 100% Grant Funded** | **Estimated # of Positions <100% Grant Funded** | **Grant Amount Budgeted** |
| **Academic/Instructional** | | | |
| 1 | Teacher | | | $ |
| 2 | Educational aide | | | $ |
| 3 | Tutor | | | $ |
| **Program Management and Administration** | | | |
| 4 | Project director (required) | 1 | | $57,009 |
| 5 | Site coordinator (required) | 5 | | $213,200 |
| 6 | Family engagement specialist (required) | 1 | | $43,690 |
| 7 | Secretary/administrative assistant | 1 | | $32,000 |
| 8 | Data entry clerk | | | $ |
| 9 | Grant accountant/bookkeeper | | | $ |
| 10 | Evaluator/evaluation specialist | | | $ |
| **Auxiliary** | | | |
| 11 | Counselor | | | $ |
| 12 | Social worker | | | $ |
| **Education Service Center (to be completed by ESC only when ESC is the applicant)** | | | |
| 13 | ESC specialist/consultant | | | $ |
| 14 | ESC coordinator/manager/supervisor | | | $ |
| 15 | ESC support staff | | | $ |
| 16 | ESC other | | | $ |
| 17 | ESC other | | | $ |
| 18 | ESC other | | | $ |
| **Other Employee Positions** | | | |
| 19 | ACE Group Leaders | 25 | | $90,935 |
| 20 | Title | | | $ |
| 21 | Title | | | $ |
| 22 | | | Subtotal employee costs: | $404,834 |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | |
| 23 | 6112 | Substitute pay | | $ |
| 24 | 6119 | Professional staff extra-duty pay | | $152,600 |
| 25 | 6121 | Support staff extra-duty pay | | $ |
| 26 | 6140 | Employee benefits | | $91,233 |
| 27 | 61XX | Tuition remission (IHEs only) | | $ |
| 28 | | Subtotal substitute, extra-duty, benefits costs | | $243,833 |
| 29 | **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):** | | | $648,667 |

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

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| Schedule #8—Professional and Contracted Services (6200) | |
|---|---|
| County-district number or vendor ID: 74-6025253 | 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<br>Specify purpose: | $0 |
| | **a. Subtotal of professional and contracted services (6200) costs requiring specific approval:** | $ |

### Professional and Contracted Services

| # | Description of Service and Purpose | Grant Amount Budgeted |
|---|---|---|
| 1 | Ricoh printing/coping/faxing contract | $6,000 |
| 2 | Evaluator Consultant | $6,000 |
| 3 | Enrichment In-house activities, such as local vendors arts and crafts or fitness | $45,000 |
| 4 | | $ |
| 5 | | $ |
| 6 | | $ |
| 7 | | $ |
| 8 | | $ |
| 9 | | $ |
| 10 | | $ |
| 11 | | $ |
| 12 | | $ |
| 13 | | $ |
| 14 | | $ |
| | **b. Subtotal of professional and contracted services:** | $57,000 |
| | **c. Remaining 6200—Professional and contracted services that do not require specific approval:** | $ |
| | **(Sum of lines a, b, and c) Grand total** | $57,000 |

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

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| Schedule #9—Supplies and Materials (6300) | | |
|---|---|---|
| County-District Number or Vendor ID: 74-6025253 | | Amendment number (for amendments only): |
| **Expense Item Description** | | **Grant Amount Budgeted** |
| 6300 | Total supplies and materials that do not require specific approval: | $132,873 |
| | **Grand total:** | **$132,873** |

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

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| Schedule #10—Other Operating Costs (6400) | | |
|---|---|---|
| County-District Number or Vendor ID: 74-6025253 | 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. | $10,500 |
| 6412 | Travel for students to conferences (does not include field trips). Requires authorization in writing. | $ |
| | Specify purpose: | |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines. | $ |
| 6413 | Stipends for non-employees other than those included in 6419 | $ |
| 6419 | Non-employee costs for conferences. Requires authorization in writing. | $ |
| Subtotal other operating costs requiring specific approval: | | $10,500 |
| Remaining 6400—Other operating costs that do not require specific approval: | | $25,800 |
| **Grand total:** | | $36,300 |

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

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

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| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|---|---|---|---|
| **Schedule #11—Capital Outlay (6600)** | | | | |
| County-District Number or Vendor ID: 74-6025253 | | Amendment number (for amendments only): | | |
| **6669—Library Books and Media (capitalized and controlled by library)** | | | | |
| 1 | | N/A | N/A | $ |
| **66XX—Computing Devices, capitalized** | | | | |
| 2 | | | $ | $ |
| 3 | | | $ | $ |
| 4 | | | $ | $ |
| 5 | | | $ | $ |
| 6 | | | $ | $ |
| 7 | | | $ | $ |
| 8 | | | $ | $ |
| 9 | | | $ | $ |
| 10 | | | $ | $ |
| 11 | | | $ | $ |
| **66XX—Software, capitalized** | | | | |
| 12 | | | $ | $ |
| 13 | | | $ | $ |
| 14 | | | $ | $ |
| 15 | | | $ | $ |
| 16 | | | $ | $ |
| 17 | | | $ | $ |
| 18 | | | $ | $ |
| **66XX—Equipment, furniture, or vehicles** | | | | |
| 19 | | | $ | $ |
| 20 | | | $ | $ |
| 21 | | | $ | $ |
| 22 | | | $ | $ |
| 23 | | | $ | $ |
| 24 | | | $ | $ |
| 25 | | | $ | $ |
| 26 | | | $ | $ |
| 27 | | | $ | $ |
| 28 | | | $ | $ |
| **66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)** | | | | |
| 29 | N/A | | | $0 |
| | | | **Grand total:** | $0 |

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

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | |
|---|---|
| County-district number or vendor ID: 74-6025253 | 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: | | | 3,204 | |
|---|---|---|---|---|
| **Category** | **Number** | **Percentage** | **Category** | **Percentage** |
| African American | 1564 | 48.8% | Attendance rate | 96.4% |
| Hispanic | 1502 | 46.9% | Annual dropout rate (Gr 9-12) | 0% |
| White | 57 | 1.8% | Students taking the ACT and/or SAT | 0% |
| Asian | 37 | 1.2% | Average SAT score (number value, not a percentage) | DNA |
| Economically disadvantaged | 2639 | 82.4% | Average ACT score (number value, not a percentage) | DNA |
| Limited English proficient (LEP) | 999 | 31.2% | Students classified as "at risk" per Texas Education Code §29.081(d) | 68% |
| Disciplinary placements | 55 | 1.7% | | |

**Comments**

Click and type here to enter response.

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

| **Category** | **Number** | **Percentage** | **Category** | **Number** | **Percentage** |
|---|---|---|---|---|---|
| African American | 132 | 54.8% | No degree | 1 | 0.4% |
| Hispanic | 61 | 25.3% | Bachelor's degree | 173 | 71.8% |
| White | 33 | 13.7% | Master's degree | 66 | 27.4% |
| Asian | 8 | 3.3% | Doctorate | 1 | 0.4% |
| 1-5 years exp. | 60 | 24.9% | Avg. salary, 1-5 years exp. | 50,927 | N/A |
| 6-10 years exp. | 65 | 27% | Avg. salary, 6-10 years exp. | 54,793 | N/A |
| 11-20 years exp. | 70 | 29% | Avg. salary, 11-20 years exp. | 56,804 | N/A |
| Over 20 years exp. | 24 | 1% | Avg. salary, over 20 years exp. | 69,128 | N/A |

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

| County-district number or vendor ID: 74-6025253 | Amendment # (for amendments only): |
|---|---|

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Public | 0 | 32 | 32 | 33 | 60 | 60 | 60 | 40 | 30 | 30 | 0 | 0 | 0 | 0 | 377 |
| Open-enrollment charter school | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public institution | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private nonprofit | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private for-profit | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **TOTAL:** | 0 | 32 | 32 | 33 | 60 | 60 | 60 | 40 | 30 | 30 | 0 | 0 | 0 | 0 | 377 |

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| Schedule #13—Needs Assessment | |
|---|---|
| County-district number or vendor ID: 74-6025253 | 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.

A needs assessment was conducted to identify and prioritize Fort Bend ISD campus locations that would be have the most impact and benefit by implementing an ACE program. The campuses identified as an ACE program learning center have high percentages of a target population comprised of students at-risk of not being promoted to the next grade and low performance on the STAAR test. There are several contributing data sources that were taken into consideration to help identify and prioritize the specific needs within the target population. These data sources include economically disadvantaged population data, individual campus improvement plans, campus level STAAR data, and TAPR reports. Furthermore, each location selected to participate in the ACE program is a Title I campus, which means that these campuses serve students that come from low-income households. This was not a requirement for a campus to be identified as an ACE program learning center. However, this information did help to identify the target population of disadvantaged students.

The campus improvement plans and TEA accountability reports yielded a high percentage of economically disadvantaged students at 82.4% and 68% identified as "at-risk". Program activity provisions will include scientifically researched-based curriculums along with SMART goals that will address specific student gaps in learning. Each site is required to incorporate academic, enrichment, and family support activities into programming time. ACE staff will work closely with campus administration to ensure activities are aligned with to performance measures for successful implementation and maximized results. The project director will work with sites to plan activity frequency and duration structure that is likely to address identified campus needs. Data will be collected throughout each semester.

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| Schedule #13—Needs Assessment (cont.) | |
|---|---|
| County-district number or vendor ID: 74-6025253 | Amendment # (for amendments only): |

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

| # | Identified Need | How Implemented Grant Program Would Address |
|---|---|---|
| 1. | Improve Academic Performance in English/Language Arts | Strategies will include intentional programming for our targeted students. Programming will consist of homework assistance, small group instruction, and content area enrichment activities and clubs. Specific tutorials will be facilitated by highly qualified certified teachers in the area that needs improvement. Students will participate in project-based learning that will focus on the specific area of English/Language Arts, to compliment and align with the school day curriculum. |
| 2. | Improve Academic Performance in Mathematics | Strategies will include intentional programming for our targeted students. Programming will consist of homework assistance, small group instruction, and content area enrichment activities and clubs. Specific tutorials will be facilitated by highly qualified certified teachers in the area that needs improvement. Students will participate in project-based learning that will focus on the specific area of Mathematics, to compliment and align with the school day curriculum. |
| 3. | Improve Academic Performance in Science | Strategies will include intentional programming for our targeted students. Programming will consist of homework assistance, small group instruction, and content area enrichment activities and clubs. Specific tutorials will be facilitated by highly qualified certified teachers in the area that needs improvement. Students will participate in project-based learning and hands-on labs that will focus on the specific area of Science, to compliment and align with the school day curriculum. |
| 4. | Improve Academic Performance in Social Studies | Strategies will include intentional programming for our targeted students. Programming will consist of homework assistance, small group instruction, and content area enrichment activities and clubs. Specific tutorials will be facilitated by highly qualified certified teachers in the area that needs improvement. Students will participate in project-based learning that will focus on the specific area of Social Studies, to compliment and align with the school day curriculum. |
| 5. | Improve Behavior | To improve behavior, our ACE staff will incorporate C.H.A.M.P.S. behavior management system to communicate clear and consistent expectations for behavior. This system is used district –wide and will provide a smooth transition from the school day. In addition to C.H.A.M.P.S., our staff will receive training to implement behavior improvement strategies, and learn techniques that assist with student management, therefore, reducing behavior concerns. In conjunction with our staff efforts, student activities and programming will encompass character education, conflict resolution, and social skill enhancement. |

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| Schedule #14—Management Plan | |
|---|---|
| County-district number or vendor ID: 74-6025253 | 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 | B.A. in education or related field. Preferred: Master's Degree in education or related field. Strong communication, organization and time management skills. Three years in an education or social work environment. Supervisory experience. Preferred: 21st CCLC or After School/Summer Program experience and bilingual/bi-literate in Spanish/English. |
| 2. | Site Coordinator(s) | B.A. in education or related field. Preferred: Master's Degree in education or related field. Working experience with high-risk children and families; supervision. Preferred: 21st CCLC or After School/Summer Program experience and bilingual/bi-literate in Spanish/English. |
| 3. | Family Engagement Specialist | A.A. in education or related. Preferred: B.A. in education or related field. Strong communication skills in English and Spanish; familiarity with community and support agencies. Working experience in educational, social service, or family support service environment. |
| 4. | | |
| 5. | | |

**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. | Improved Academic Performance in English/ Language Arts | 1 | All required trainings and staff development in the area of English/Language Arts completed within first two weeks of staff start date. | 08/01/2016 | 07/31/2019 |
| | | 2 | Lesson plan/activity tracking to ensure activities for academics and enrichment are engaging and based on research, best practices and are aligned with the content area TEKS.(minimum review three times per year) | 08/01/2016 | 07/31/2019 |
| | | 3 | Annual participant surveys to further gauge student/family voice and choice in English/Language Arts academic progress and activities for mid-year adjustments as needed. | 10/15/2016 10/15/2017 10/15/2018 | 12/01/2016 12/01/2017 12/01/2018 |
| | | 4 | Conduct ongoing/continuous assessments to determine need and improve targeted services for English/Language Arts activities to address individual student needs. | 08/01/2016 | 07/31/3019 |
| | | 5 | Conduct sessions for parents to assist their children to improve academic achievement for English/Language Arts and provide strategies and guidance for the home environment. | 08/01/2016 | 07/31/2019 |
| 2. | Improved Academic Performance in Mathematics | 1 | All required trainings and staff development in the area of Mathematics completed within first two weeks of staff start date . | 08/01/2016 | 07/31/2019 |
| | | 2 | Lesson plan/activity tracking to ensure activities for academics and enrichment are engaging and based on research, best practices and are aligned with the content area TEKS.(minimum review three times per year.) | 08/01/2016 | 07/31/2019 |
| | | 3 | Annual participant surveys to further gauge student/family voice and choice in Mathematics academic progress and activities for mid-year adjustments as needed. | 10/15/2016 10/15/2017 10/15/2018 | 12/01/2016 12/01/2017 12/01/2018 |
| | | 4 | Conduct ongoing/continuous assessments to determine need and improve targeted services for Mathematics activities to address individual | 08/01/2016 | 07/31/3019 |

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## Schedule #14—Management Plan (cont.)

| County-district number or vendor ID: 74-6025253 | 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.

Fort Bend Independent School District and the ACE Program will maintain an environment of compliance in which program goals, objectives, policies, procedures, and requirements are consistently monitored and addressed. In preparation for the ACE program, the Director of Extended Learning (DEL) will assign department personnel to develop an internal strategy to meet the expectations of the grant including but not limited to: creating a data collection plan, timeline for evaluation, defining staff roles and expectations, and outlining specific grant compliance procedures and processes. The department will create an EDL- ACE manual with written program policy and procedures that are aligned with TEA guidelines. Each Site director will be provided with a copy of the manual along with orientation training. Any adjustments to procedures will be added to the EDL-ACE manual as an amendment. The program staff will receive immediate notification of changes via email. Additionally, the ACE program will establish a schedule of standard meetings to foster feedback and continuous improvement. The Director of Extended Learning or Program Coordinator will meet once a week with the Project Director to review current student enrollment, weekly activity schedules, center level data, personnel, budget, and grant compliance. Any improvements decided will be implemented by the Project Director (PD) and communicate changes with campus staff. The Project Director will establish a protocol of bi-monthly site visits to centers (at minimum). During these visits, the PD will assess all observed activities and provide constructive feedback. The PD will complete a formal walk-through rubric once a semester to evaluate the fidelity of program implementation. Each rubric will encompass a plan and timeline for improvement in identified areas as well as capitalization of identified areas of strength. The Site directors will attend month Site Coordinator meetings to receive pertinent district, department, and program updates. These meetings will also serve as a vehicle for trainings on various areas, e.g. staff management, and leadership skills, curriculum implementation. Site directors will conduct a weekly meeting with center staff to communicate any program changes, discuss strengths and weaknesses, team building and prepare for the week's activities. Feedback to/from community stakeholders will be provided during established quarterly meetings. The EDL-ACE community council will consist of key personnel of the Extended Learning Department, the project director, campus principals, local business owners, and parent, non-profit organizations with a vested interest in the success of the program.

**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.

Fort Bend ISD's Department of Extended Learning operates a successful self-sustaining after-school program at several campuses throughout the district. At the end of the grant period, this department will absorb the ACE program locations and continue to offer after-school services at each center. In year 1, the program will focus on building a high quality sustainable program that provides positive and measurable outcomes for students and families served. At the close of the year, the center staff in collaboration with the principals will complete a self-assessment to benchmark their progress and identify strength and weaknesses. In year 2, each center will begin to prioritize activities and strategies that will lead to long term achievements that the campus wants to address in the center to ensure alignment with the campus needs. In year 3, the Department of Extended Learning will implement the transitional strategy of the ACE program into a fee-based program utilizing child care subsidies as NCI to offset the cost for our families. The learning centers identified for the ACE program show a critical 82% of students are economically disadvantaged. This information would be used to promote the NCI subsidy that is potentially available for the families that have at-risk students in their household. In addition, to offering a feasible fee-based program, we will continue to build and nurture relationships with community partners to continue to invest resources into our programs.

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| Schedule #15—Project Evaluation | |
|---|---|
| County-district number or vendor ID: 74-6025253 | 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. | Study student attendance and participation records. | 1. | School attendance records |
| | | 2. | Program sign-in sheets |
| | | 3. | |
| 2. | Evaluate academic enrichment components. | 1. | School reports |
| | | 2. | Increased test scores |
| | | 3. | |
| 3. | Evaluate behavioral strategies. | 1. | Decrease in office referrals |
| | | 2. | Decrease in disciplinary notes sent home |
| | | 3. | Increase in programmatic social activities |
| 4. | Evaluate family engagement strategies. | 1. | Increased attendance and participation of adults within student households. |
| | | 2. | |
| | | 3. | |
| 5. | | 1. | |
| | | 2. | |
| | | 3. | |

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

An evaluator will be assigned to implement quantitative and qualitative data collection methods to gather information to report on the required performance measures, access program performance for the annual evaluation, and to identify and correct project difficulties. To collect data on student performance data, the evaluator will utilize the district's student management system to access grades, school day attendance, discipline referrals, and STAAR results. We will identify a comparison group for evaluation to determine a baseline for the targeted students. The Project Director will collect data for grant compliance using the walk-through rubric observation tool tailored to TEA's guidelines. Site directors will enter student enrollment and attendance for the ACE program on a weekly basis as required by the grant. Site directors will also collect data for other evaluated areas of the program such as staff trainings, instructional activities, parent participation using attendance logs and meeting agendas. Students will participate in a survey to provide feedback on activity delivery. The evaluator will work closely with the Project Director to provide technical assistance with analyzing the raw data to make corrections and project refinement. Strategies for improvement will include individual coaching, professional development, site or improvement plans, and timelines for action steps.

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| Schedule #16—Responses to Statutory Requirements | |
|---|---|
| County-district number or vendor ID: 74-6025253 | 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.

Student activities will consist of small group tutorials, homework assistance, and enrichment activities in core subjects of reading, math, science, and social studies provided by certified teachers and center staff. The researched based Mind Works will be implemented for the academic enrichment activities. Activities will support the academic deficiencies identified in the campus needs assessment, Campus Improvement Plan, and most recent Accountability reports. The program will also offer enrichment club activities. Club activities will be offered, such as art, fitness, music, dance, robotics, and community service projects. During the summer, each center will work with the campus to and district administrators to develop a program that complements summer school opportunities and supports working families. The 6 week summer program will provide no less than 4 hours a day depending on the individual campus and family needs. Family engagement activities such as GED prep, financial literacy, parenting, health and wellness, and computer literacy classes will be offered during the school year.

During the school year, the transition from the school day to the ACE program will be a smooth process. At the end of the school day, students enrolled in the ACE program will dismissed to the ACE program. Depending on the schools dismissal process, center staff will pick up the students from a designated area, or the campus staff will escort the ACE students to the designated area. ACE staff will take attendance within 15 minutes of dismissal and provide a list of absences to the Site director for reconciliation. The Site director will follow protocol when following the Department of Extended Learning procedures for student attendance. The Parent or guardian will be responsible for picking up their child from the program. Parents will be required to pick up their child at the end of the program daily. Parents may assign another adult or a person at least 16 years of age to pick up their child. All unidentified persons are required to show ID prior to center staff releasing the child.

**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.

At each ACE learning center campus parents, students, and the community will be notified about the 21st Century Program through several outlets. These outlets include the campus website, flyers in student take-home folders, and the school marquee. Additionally, information about the ACE Program will also be displayed on the Department of Extended Learning website. The designated webpage for the ACE program will include information on the program and district mission, registration information, site contact information, days and times of operation, and description of services provided. The Site director will disseminate program information throughout their community and parents at open house and other community forums. The community council will receive regular email updates, and meet quarterly to review program achievements and internal/external evaluation reports. The council will make recommendations for improvement and provide support with disbursing promotional materials. Materials will be disbursed in English, Spanish, or other languages as needed.

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 74-6025253 | Amendment # (for amendments only): |

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

The programs and activities offered will be intentionally designed for the target population. The campus administration and after-school staff will work collaboratively to implement activities that align with the school day curriculum and directly support the needs of the students enrolled in the program. By utilizing the Texas ACE four component activity guides, the ACE lesson plan template, which includes goals for grade-level TEKS for activity offerings, will assist with improvement in academic performance. The ACE program will utilize the MindWorks curriculum to implement enrichment activities. MindWorks designed their curriculum using the 21$^{st}$ Century Learning Model. This model applies learning science to research and principles to the design of learning activities, projects, assessments, and environments to create student-centered model of instruction. MindWorks curriculum integrates 21$^{st}$ Century best practices for hands-on lessons for learning skills, literacy skills, and life skills. Each lesson encompasses a parent connect component that encourage family engagement. Academic enrichment activities will provide positive social, cultural, and recreational opportunities that will expand students understanding of community involvement and connect learning to real life experiences. The ACE program will provide a balance of academic support with structured engaging enrichment activities. The program will also access local community initiatives and external resources such as free online resources on guidance to educators in different academic disciplines. Lastly, each club offered will be project-based, selected by the student, and closeout with a culminating event. This process will foster more dedication and engagement from the student for the success of the project.

**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.

Fort Bend ISD will be utilizing a variety of district resources and coordinating with community partners to offer services to participating students and their families. Each ACE learning center campus will utilize the Child Nutrition program to provide well balanced healthy snacks to ACE program after-school participants. In addition to the academic enrichment activities for the eligible students, there will be enrichment activities and resources available at each ACE learning center campus for adults in the household of participating students. These activities and resources will be coordinated with and offered through our community partners with the goal to provide services that would normally be unavailable to families due to economical struggles, lack of child care, or various other issues that may have prevented accessibility. Parent classes will be offered in collaboration with the parent educator, a part-time position funded by Title I at each of these locations.

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

The campuses identified as ACE program learning centers have high percentages of a target population comprised of students at-risk of not being promoted to the next grade and low performance on the STAAR test. The data used to identify this target population derived from individual campus improvement plans, campus level STAAR data, and AEIS reports.

Each learning center will implement a curriculum designed with 21$^{st}$ Century learning in mind. This model applies learning science to research and principles to the design of learning activities, projects, assessments, and environments to create student-centered model of instruction. MindWorks curriculum integrates 21$^{st}$ Century best practices for hands-on lessons for learning skills, literacy skills, and life skills. Each lesson encompasses a parent connect component that encourage family engagement. Academic enrichment activities will provide positive social, cultural, and recreational opportunities that will expand students understanding of community involvement and connect learning to real life experiences.

 Staff at each ACE learning center will work closely with campus administration to ensure activities are aligned with performance measures for successful implementation and maximized results. The Project Director will work with sites to plan activity frequency and duration structure that is likely to address identified campus needs. Data will be collected throughout each semester. The project evaluator will provide a mid-year evaluation brief on performance and progress measures outlined by the TEA and the grant.

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

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

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

The ACE program will work with the community to provide multiple services to our sites. Through community relationships, we plan to secure volunteer services to expose both our students and families to an array of industries. Together we will develop special projects that are fun, educational, and enhance the after-school experience.  The family engagement specialist will work with each site to collaborate with community organizations to provide families served in the program with access to resources.

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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.

The campus need assessments was derived from the campus improvement plans, accountability reports, STAAR testing data, and campus principal interviews. The assessment indicated that at least 82% are economically disadvantaged and do not have the financial resources to attend the fee-based program after-school program offered currently offered on the campus or in their community. The current enrollment for the Extended Day program at each proposed center is as follows: Armstrong Elementary School-27, Jones Elementary School -29, Hunters Glen Elementary School -14, and Ridgegate Elementary School -11. Currently, there is not an Extended Learning after-school program at McAuliffe Middle School. At this campus, which serves sutdents of 6th – 8th grade, only 46% of all grades met the standard on the STAAR test in all subjects.

During interviews and evaluation with principals and other key personnel, additional assistance with academic enrichment activities and activities that teach social skills. The ACE program schedule will provide homework assistance and tutorial sessions for students with the most need.

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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.

During the planning stages, key personnel were able to identify an after-school curriculum that provides teacher guides complete with objectives based on pre and post tests, comprehensive project based learning components, and materials kits for hands-on learning. The critical identification of this curriculum was the fact that it was flexible and adjustable to fit the specific needs of the target audience. The MindWorks curriculum is a research-based curriculum that develops comprehensive activites designed to support the dynamic needs of after-school programs. Through the study of the 21$^{st}$ Century Learning Model, research in learning styles of children, implementation of components of project based learning, and in-depth knowledge of the national standards and state standards for education, MindWorks has successfully designed an all-inclusive, evidence based program which promotes the 21$^{st}$ Century Learning Model. MindWorks 21st Century Learning Model will utilize science research and principles to the design of learning activities, projects, assessments, and environments to create a student-centered model of instruction.

Along with the research-based curriculum, student voice and choice will be encouraged to empower the participants, as well as implementation of SMART learning objectives to successfully measure demonstrated student comprehension and outcome.

**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.

The ACE program will utilize volunteers to assist with a number of program elements, such as adult classes and family engagement activities. These activities include, but are not limited to financial literacy, computer literacy, and fitness classes. Volunteers may also be used for special activities for our students. We will bring in representatives from a number of industries to speak with our students. All volunteers will have to go through the screening process for our district. The ACE Program will work closely with our districts strategic partnership coordinator to maximize on our current resources and volunteer organizations. The coordinator of district strategic partnerships has several contacts for senior volunteers, which would go through a background check and orientation before serving families in the ACE program.

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

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

Fort Bend ISD's Department of Extended Learning operates a successful self-sustaining after-school program at several campuses throughout the district. At the end of the grant period, this department will essentially absorb the ACE program locations and continue to offer after-school services at each center through a fee-based program.

In year 1, the program will focus on building a high quality sustainable program that provides positive and measurable outcomes for students and families served. At the close of the year, the center staff in collaboration with the principals will complete a self-assessment to benchmark their progress and identify strength and weaknesses.

In year 2, each center will begin to prioritize activities and strategies that will lead to long term achievements that the campus wants to address in the center to ensure alignment with the campus needs.

In year 3, the Department of Extended Learning will continue to implement the plan to transition the ACE program into a fee-based program utilizing child care subsidies as NCI to offset the cost for our families. The learning centers identified for the ACE program show a critical 82% of students are economically disadvantaged. This information would be used to promote the NCI subsidy that is potentially available for the families with "at-risk" students in their household. Taking into consideration that an estimated 68% of the identified student population is "at-risk", the subsidy will be substantial to continued outreach to those special populations.

In addition to offering a feasible fee-based program, the district will continue to identify other funding opportunities to sustain the program. We will also continue to focus our efforts in building and nurturing relationships with community partners to continue to offer sustainable resources.

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

The ACE program will work partnering community organizations to provide feedback and enhance the design of our program. A community advisory board will be created with a diverse group of area leaders, campus principals, and other key district personnel. The community board will meet quarterly. However, members will receive on-going updates and reported on the progress and success of the each center. This will assist with participation in the evaluation process. Members of the board will provide support with marketing the ACE program websites, flyers, newsletters, posters, school open house, and other media sources. Each site director will present program information and enrollment opportunities at school assemblies and other public forums. Family members will be invited to an orientation facilitated by the Site director at the beginning at each semester.

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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.

Grant management structures and processes will align with Fort Bend ISD established systems. The established systems that are in place are parallel to the expectations detailed in the ACE funding guidelines. Fort Bend ISD will manage and coordinate the day-to-day grant activities, data collection, and reporting for each ACE learning center. These efforts will be coordinated with the Program Director, Site directors, and Principals at each identified campus.

Communication systems among ACE program staff would include email addresses, scheduled regular site visits, weekly site updates from each location, and regular staff meetings with documented meeting minutes that will be disseminated to staff for reference. Communications would include site data, student progress, attendance and behavioral expectations, delivery of activities, and planning for future events, activities, or enrichment opportunities.

Ongoing training is an expectation within the district for capacity building. ACE learning center staff will be strongly encouraged to take advantage of district training offered throughout the year. The Project Director will be required to attend at least one conference, and disseminate learned information to ACE program staff and other district personnel, as necessary. Along with the Project Director, Site directors will be expected to attend such conferences as well. Staff will also be encouraged to attend trainings offered through TEA, to satisfy requirements outlined in the Texas ACE Blueprint.

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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: Armstrong Elementary | | |
|---|---|---|---|
| **9 digit campus ID#** | 079907144 | **Distance to Fiscal Agent (Miles)** | 4.12 |
| **Grade Levels to be served (PK-12)** | K-5 | | |

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

| | Total |
|---|---|
| **Number of Regular Students (attending 45 days or more per year) to be served:** | 79 |
| **Number of Adults (parent/ legal guardians only) to be served:** | 30 |

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

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

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

| Center Number: 2 | Center Name: Jones Elementary | | |
|---|---|---|---|
| **9 digit campus ID#** | 079907101 | **Distance to Fiscal Agent (Miles)** | 5.85 |
| **Grade Levels to be served (PK-12)** | K-5 | | |

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

| | Total |
|---|---|
| **Number of Regular Students (attending 45 days or more per year) to be served:** | 75 |
| **Number of Adults (parent/ legal guardians only) to be served:** | 30 |

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

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

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**TEA Program Requirement 3: Center Operation Requirements**

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

| Center Number: 3 | Center Name: Hunter's Glen | | |
|---|---|---|---|
| 9 digit campus ID# | 079907122 | Distance to Fiscal Agent (Miles) | 7.73 |
| Grade Levels to be served (PK-12) | K-5 | | |

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

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | 50 |
| Number of Adults (parent/ legal guardians only) to be served: | 20 |

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

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

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

| Center Number: 4 | Center Name: Ridgegate Elementary | | |
|---|---|---|---|
| 9 digit campus ID# | 079907160 | Distance to Fiscal Agent (Miles) | 10.08 |
| Grade Levels to be served (PK-12) | K-5 | | |

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

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | 73 |
| Number of Adults (parent/ legal guardians only) to be served: | 30 |

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

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

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**TEA Program Requirement 3:** Center Operation Requirements

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

| Center Number: 5 | Center Name: McAuliffe Middle School | | |
|---|---|---|---|
| 9 digit campus ID# | 079907046 | Distance to Fiscal Agent (Miles) | 10.12 |
| Grade Levels to be served (PK-12) | 6-8 | | |

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

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | 100 |
| Number of Adults (parent/ legal guardians only) to be served: | 40 |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**TEA Program Requirement 3: Center Operation Requirements**
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| 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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| County-district number or vendor ID: 74-6025253 | Amendment # (for amendments only): |

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

Students that are most in need of academic assistance will be identified through the metrics of testing information, student specific indicators of "at-risk", academic performance, school attendance records, and student behavioral records. Once these students have been identified, the Family Engagement Specialist will work alongside the campus administration to reach out to the families of these students to ensure the families are aware of the opportunity to participate in the ACE program at their campus at no cost. Efforts will be made to ensure that parents and caregivers have all the information needed in the appropriate language in order to understand the program and the benefits offered to the student and family household.

Attendance data for each participating student will be tracked through sign-in and sign-out procedures, along with physical head count of participants in each activity throughout the after-school activity rotations. A strong attendance monitoring system will be used to ensure participants are meeting the requirements of the program, and any issues will be communicated and addressed with the student and family to ensure they understand the critical correlation of attendance with the overall programmatic success for the student. Frequent communication with the family units will also cultivate a positive relationship.

Retention efforts include regular positive engagement and reporting.

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

The schedule for each ACE learning center will include a 15-week Fall program, 20-week Spring program, and a 6-week Summer program. Center operations will run as follows:

Elementary Fall/Spring Semester hours:
- Dismissal – 6:00pm → 2 hours and 35 minutes per day
- Monday – Friday → 5 days
- Total hours per week → 12 hours and 55 minutes

Middle School Fall/Spring Semester hours:
- 7:00 – 8:15am → 1 hour
- Dismissal – 6:00pm → 1 hours and 50 minutes per day
- Monday – Friday → 5 days
- Total hours per week → 15 hours and 25 minutes

Summer Program hours:
- 12:30 – 5:30 pm → 5 hours
- Monday – Thursday → 4 days
- Total hours per week → 20 hours

**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.

At Fort Bend ISD, safety is of the highest priority. The goal is to provide a safe, supportive environment where children can learn positive values, self-awareness, and empowerment. Safety procedures are embedded in the environment that we offer to every student, and these procedures will extend into the after-school programming hours at which the ACE learning centers will operate. Staff training will include the implementation of safety protocols and is required as part of every site and staff evaluation. Upon registration for the ACE program, students are denoted in the district-wide student tracking system, which will allow ACE teaching center personnel to generate attendance rosters of participants. Sign-in and sign-out procedures are mandated at every location and routine head count checks are conducted at pre-determined times during the learning center operations. This documentation is noted and kept on file for historical purposes. During the time of student registration, parents and caregivers nominate entrusted persons that are allowed to pick-up their child. These persons must be over the age of 16 years old. If a person is not on the nomination list and attempts to pick-up a participant, then there are specific procedures in place to ensure the participant is legally allowed to be released to the said person. Staff is expected to ask for identification of unfamiliar faces that pick up participants.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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**TEA Program Requirement 4a**: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus staff and ACE staff will work collaboratively to address the needs of the students and all activities will be intentionally designed to align with the school day curriculum. ACE staff will begin by reviewing District road maps for instruction of the Texas Essential Knowledge and Skills (TEKS), as well as campus-specific data. ACE staff will meet with campus staff at least monthly in a high-functioning Professional Learning Community (PLC) structure to review student progress of the TEKS and identify needs to be addressed during tutorial sessions.

At the direction of the project director, each ACE center will work in conjunction with their stakeholders to create activity types, ensuring quality with specific guidelines for implementation including activities, materials, and pacing. The curriculum selection for the ACE instructional component, Mindworks, is research-based and provides hands-on opportunities for learning. Mindworks also includes a project-based learning component, which ensures the curriculum will be taught in an engaging way that will reinforce the concepts taught during the school day.

Further, each ACE center will utilize the resources available through the Texas ACE portal and follow the format and guidelines presented in the Blueprint. These resources will provide guidance and research-based activities to enhance the curriculum. Staff will engage in professional learning activities in order to stay abreast of evidence-based practices and broaden their knowledge of resources to provide meaningful academic content.

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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 ACE program to be implemented at each designated campus was specifically designed to focus on participants that are identified as "at-risk". Programming at each ACE learning center will consist of homework assistance, small group instruction, and content area enrichment activities and clubs. In addition, tutorials will be facilitated by highly qualified certified teachers.

Homework assistance will be a designated time for participants to receive individual attention, while academic enrichment activities will be used to focus on the needs of students in a small group setting. The supplemental curriculum MindWorks is designed for small group instruction and will focus on closing the academic gaps identified and align with the school day curriculum. Additionally, students will participate in project-based learning opportunities within their enrichment clubs that will encourage them to apply their acquired skills in a variety of realistic and hands-on situations.

The activities and units are intentionally designed to help students excel in areas that are of greatest need as identified by student specific and campus data.

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

A Family Engagement Specialist will be selected based on the desired qualifications to include an A.A. in education or related, with a preference for a B.A. in education or related field. Strong communication skills in English and Spanish; familiarity with community and support agencies. Working experience in an educational, social service, or family support service environment.

The qualified candidate will have direct experience working on projects that engage adult family members in a school setting, familiarity with assessing barriers and developing solutions to barriers to participation, and experience building community partnerships

This position will be a full-time position, with an expected 40 hour work week, in order to have ample time to develop and implement strategies for successfully reaching our target population and their families.

**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 will work with the ACE Program Director and Site Coordinators, as well as campus principals, counselors, and campus assigned personnel to identify students for whom the ACE program will benefit and impact the most. Relationship building and outreach are critical to the success of the work to be accomplished by this position. The Family Engagement Specialist will become familiar with each individual ACE learning center and their respective individual needs. The Family Engagement Specialist will be the utmost important resource to students and their families in order to support each family and their needs with regard to the capacity of the position.

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

The family engagement specialist will collaborate with the parent educator at each campus to set a schedule for parents that offers ample opportunites for families with different work and school schedules.Classes for parents will be based on the needs of the families at each location. Family nights will be offered in which parents and children complete hands-on activities at different centers. As they rotate through each station, they get a stamp in their passports. Activities at each station are aligned with TEKS and areas identified at each campus. In addition to activities with their children, parents will be offered both adult education and parenting classes.Topics for the parenting classes will include information on how to assist their children with their education, as well as other parenting topics. The adult classes will be offered based on need of the parents who enroll. Offerings could include GED, ESL, and computer literacy.

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| Schedule #18—Equitable Access and Participation | | | |
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**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

**Barrier: Cultural, Linguistic, or Economic Diversity**

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

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

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

**Barrier: Gang-Related Activities**

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

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**Barrier: Gang-Related Activities (cont.)**

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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**Barrier: Lack of Support from Parents (cont.)**

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

**Barrier: Shortage of Qualified Personnel**

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

**Barrier: Lack of Knowledge Regarding Program Benefits**

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

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| Schedule #18—Equitable Access and Participation (cont.) | | | |
|---|---|---|---|
| County-District Number or Vendor ID: 74-6025253 | | Amendment number (for amendments only): | |

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

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

**Barrier: Lack of Transportation to Program Activities**

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

**Barrier: Other Barriers**

| # | Strategies for Other Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |

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| Schedule #19—Private Nonprofit School Participation | |
|---|---|
| County-District Number or Vendor ID: 74-6025253 | 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): **13**

### Initial Phase Contact Methods

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

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

### Total Eligible Nonprofit Students within Boundary

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

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

### Total Nonprofit Participants

| Total nonprofit schools participating: | Total nonprofit students participating: | Total nonprofit teachers participating: |
|---|---|---|
| No nonprofit schools participating: ☒ | No nonprofit students participating: ☒ | No nonprofit teachers participating: ☒ |

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

### Participant Consultation: Development and Design Phase Consultation Methods

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

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

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

☐ How children's needs will be identified

☐ What services will be offered

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

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

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

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

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

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

☐ Other (specify):

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| Schedule #19—Private Nonprofit School Participation (cont.) | |
|---|---|
| County-District Number or Vendor ID: 74-6025253 | Amendment number (for amendments only): |

**Part 3: Services and Benefits Delivery**

**Designated Places/Sites**

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

**Designated Times**

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

**Part 4: Selection Criteria/Activity Timeline**

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

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

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

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

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