Texas Education Agency

Standard Application System (SAS)

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

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

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
The University of Texas at Austin (IPSI)	227-501		
Vendor ID #	**ESC Region #**		**DUNS #**
3721721721	13		170230239

Mailing address		City	State	ZIP Code
PO Box 7159		Austin	TX	78713

Primary Contact

First name	M.I.	Last name	Title
Barbara		Reyes	Sr. Grants & Contracts Specialist
Telephone #	**Email address**		**FAX #**
512-471-6424	barbarareyes@austin.utexas.edu		512-471-6564

Secondary Contact
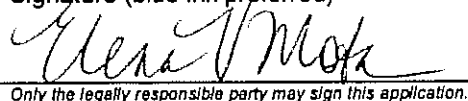
First name	M.I.	Last name	Title
Daryl		Michel	Project Director
Telephone #	**Email address**		**FAX #**
210-380-8375	dmichel@ipsi.utexas.edu		512-892-0611

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
Elena	V.	Mota	Assistant Director, OSP
Telephone #	**Email address**		**FAX #**
512-471-6424	osp@austin.utexas.edu		512-471-6564

Signature (blue ink preferred)   Date signed 03/28/2016

Only the legally responsible party may sign this application.

701-16-102-149

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

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

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

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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: 3721721721	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: 3721721721	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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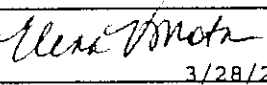| Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District # 3721721721	Elena Mota	512-471-6424	$170,000
	The University of Texas at Austin	*Elena Mota* 3/28/2016	osp@austin.utexas.edu	
Member Districts				
2.	236902	Dr. Gregg Rodriguez, Deputy Superintendent	(936) 435-6309	$203,452
	Huntsville ISD		grodriguez@huntsville-isd.org	
3.	206901	Leigh Ann Glaze, Superintendent	(325) 372-3771	$203,452
	San Saba ISD		lglaze@san-saba.net	
4.	071908	Dr. Jeannie Meza-Chavez, Superintendent	(915) 276-1553	$203,452
	Tornillo ISD		mezachavezj@tisd.us	
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

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	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 3721721721			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 3721721721	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: 3721721721		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: 3721721721	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.

Organization and Overview: The Institute for Public School Initiatives (IPSI) at the College of Education in The University of Texas at Austin serves our common goal of helping all students, early childhood through high school, achieve their academic potential through two primary types of initiatives: those that directly support students and those that equip and empower educators and leaders with the knowledge and tools needed to thrive in today's classroom. Through partnerships with the Texas Education Agency (TEA), education service centers (ESCs), school districts, public charter schools, and other institutions of higher education, IPSI serves many of the educational and professional development (PD) needs for the state of Texas and is unique to many other organizations in that department staff reside and provide PD and technical assistance (TA) to schools and districts across the state. With the overall goal of creating community learning centers aimed at providing academic enrichment opportunities for high need, high poverty, and/or low-performing schools to meet state standards in the core content areas, IPSI will support partnering districts by (1) delivering inservice PD opportunities aimed at aligning out-of-school (OST) programs or activities with daily classroom instruction, (2) supporting lesson planning and use of data to guide instruction, (3) observing and providing feedback on instructional delivery, and (4) allocating funds for district personnel and necessary resources to fulfill project goals. Additionally, IPSI will provide support and guidance on designing or refining existing systems aimed at fostering, increasing, and strengthening parent, family, community, and school partnerships. Existing staff reside in various geographical areas in Texas, with assigned staff members residing in a 60-90 minute drive to partnering districts, allowing for continuous onsite support. IPSI fully commits to the Texas 21st Century Community Learning Centers (CCLC) purpose in creating community learning centers aimed at providing academic enrichment opportunities for high need, high poverty, and/or low-performing schools to meet state standards in the core content areas. Specifically, we propose to target secondary schools (grades 6-12) and use standards-based English Language Arts and Reading (ELAR) TEA resources to support OST learning opportunities. These Texas Essential Knowledge and Skills (TEKS) aligned materials may include Texas Gateway resources such as OnTRACK lessons or the Texas Adolescent Literacy Academies (TALA) to support instructional delivery. For example, vocabulary development instruction could be supported with a TALA lesson such as Affixes with Unchanging Base Words, an OnTRACK lesson such as Linguistic Roots and Affixes, or a Write for Texas lesson such as Teaching Revising and Editing Skills.

Project Need: IPSI selected partnering districts who are (1) new 21st CCLC districts or schools to allow for a five-year proposal; (2) located within a 60-90 minutes drive of IPSI support staff; (3) eligible recipients meeting grant requirements; (4) interested in collaborating and working closely with a university to offer research-based support; (4) committed to aligning visions to best support students, share resources, and use a needs assessment to determine critical focus areas; (5) experienced working with IPSI or IPSI staff; and (6) committed to complying with all statutory and TEA requirements. Huntsville ISD performed below the state's ELAR State of Texas Assessments of Academic Readiness (STAAR) scores. The district also showed an increased dropout rate from the 2012-13 to the 2013-2014 school years (i.e., 0.9% to 1.4%). During this same period, Huntsville ISD had a lower attendance rate than the state and similar percentage of economically disadvantaged students (i.e., 58.2% compared to the state's 58.7%). San Saba ISD, during the same time period as Huntsville, performed at or slightly above the state's ELAR STAAR scores; however, has seen an increase in students attending the disciplinary alternative center and percentage of economically disadvantaged students (i.e., 65.7% compared to the state's 58.7% economically disadvantaged). Tornillo ISD, also during the same time period as Huntsville, performed below the state's ELAR STAAR scores, saw and increase in the dropout rate from 0.9% in the 2012-13 school year to 2.1% in the 2013-2014 school year, and had a higher percentage of economically disadvantaged students compared to the state (i.e., 93.6% compared to 58.7%). Texas Academic Performance Reports (TAPR) data indicate high poverty for the partnering districts and high need either through the number of students classified as "at risk" per Texas Education Code §29.081(d), high school dropout rates, disciplinary placements, and/or attendance rates. A secondary set of data used to identify needs included Campus Improvement Plans for all districts, Data-informed Plans as part of the Texas Literacy Initiative for San Saba and Tornillo, and results from a student Gallup Poll from Huntsville. Data from San Saba Middle and High School indicates target areas of writing and response to intervention while Tornillo Junior and High School are focusing on vocabulary and writing. Two

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 3721721721	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.

indicators from the Huntsville High School 2015 Gallup Student Poll indicate a need to increase student engagement and assist students with ideas and hope for their futures. A tertiary set of data included a needs assessment discussion with each district authorizing official which identified the need for additional family and community enrichment literacy support and resources related to college and career readiness. While all three of the partnering districts' profiles and needs are different, the collected data demonstrate that each district meets the criteria for showing either high poverty, high need, and/or low-performance. Schedule 12 includes center-specific data.

Program Overview: IPSI plans to work with partnering districts and centers to ensure a minimum 12-hour weekly OST program for approximately 25 students, including transportation time, and a minimum of 2-hour weekly support for their families and communities through literacy-related educational development activities that target the critical success factors for local 21st CCLC programs during the fall and spring semesters. After conversations with each district authorized official and participating in the TEA March webinar, we decided on 25 students as being a realistic number for regular student attendance. This will allow centers to establish routines, increase communication, and establish monitoring systems. In subsequent years, additional students may be included. Each center will hold student activities in a designated center facility allowing for a seamless transition from the regular school day to the OST program (e.g., library, technology lab). Center daily routines will include (1) academic assistance (i.e., 30 minutes for homework and 45 minutes for tutor-led academic instruction) and (2) enrichment (i.e., 45 minutes for problem-based approach or creative journaling exercise to reinforce instructional skills or ELAR TEKS). The summer school program will be 6-weeks in length and a mimimum of 16 hours per week (i.e., four days per week at a minimum of four hours per day). We will work with each center, once 2016-2017 district calendars are finalized and needs identified, to determine if summer school will take place consecutively or during the months of June and August to reinforce academic content and introduce academic content prior to the new school year. The OST family and community engagement program is scheduled for a minimum of two hours per week, initially targeting the family members of students attending the OST program and other community members and include (1) family support services (i.e., student progress, engagement activities, or student showcase), (2) college and workforce readiness (e.g., college recruiter coming to the center to discuss college readiness, (3) center and community sustainability (i.e., Community Advisory Council planning for sustainability), and (4) community support services (e.g., develop a Little Free Library).

Staffing: To support the project goals, IPSI will employee one, fulltime project director; one, fulltime family engagement specialists; and three, parttime PD/TA specialists. The project director will oversee all aspects of the grant activities and communicate at least weekly with site coordinators to ensure progress toward goals and grant compliance. The family engagement specialist will work with site coordinators or center staff to facilitate family and community engagement and outreach activities and ensure that activities offered are aligned with the program goals. PD/TA specialists, residing within a 60-90 minute drive, will provide face-to-face or online PD, data planning, coaching, observation and feedback sessions, and leadership workshops. Each center will establish a Community Advisory Council (CAC) who will serve as the center planning team. This group of stakeholders will consist of campus and district administrators, parents, family members, community members, students, and other personnel deemed important. Once the CAC is formed, discussions and decision-making begin. The CAC will work closely with the project director and family engagement specialist at the onset of the award to review the district or center needs assessment and idenfity any additional needs based on qualitative and quantitative data sources. Additionally, the CAC will provide guidance to the center site coordinator and two tutors. The site coordinator will be responsible for coordinating center activities and maintaining all records related to goal progress and grant compliance. The site coordinator will also assist the tutors in preparing for OST instruction that aligns with the regular school day concepts or skills.

IPSI's team brings decades of experience supporting schools and districts across Texas; developing the instructional and leadership skill sets of educators and leaders; developing or aligning instructional practices or systems; designing technological solutions and tools; and building strategic partnerships with agencies, foundations, business leaders, and associations. We pride ourselves on being a leader to assist educators and leaders in preparing diverse student populations to be college and career ready.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 3721721721				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	$145,292	$	$145,292
Schedule #8	Professional and Contracted Services (6200)	6200	$	$	$
Schedule #9	Supplies and Materials (6300)	6300	$1,060	$	$1,060
Schedule #10	Other Operating Costs (6400)	6400	$5,500	$	$5,500
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes **X** No	
Total direct costs:			$151,852	$	$151,852
Percentage% <u>indirect costs</u> (see note):			N/A	$12,148	$12,148
Grand total of budgeted costs (add all entries in each column):			**$151,852**	**$12,148**	**$164,000**

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements **(including the required site coordinator per center)**	$610,356 (three member districts, six centers)	$6,000 (indirect costs on first $25,000 only)	$616,356

Administrative Cost Calculation	
Enter the total grant amount requested:	$780,356
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:	$39,017

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

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

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 3721721721		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		$49,207
5 Site coordinator (required) **included in payment to member districts**			$
6 Family Engagement Specialist (required)	1		$44,440
7 IPSI PD/TA Specialists		3	$21,664
8 Principal Investigator			
9 Grant accountant/bookkeeper			$
10 Title			$
Auxiliary			
11 Counselor			$
12 Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			$
14 ESC coordinator/manager/supervisor			$
15 ESC support staff			$
16 ESC other			$
17 ESC other			$
18 ESC other			$
Other Employee Positions			
19 Title			$
20 Title			$
21 Title			$
22		Subtotal employee costs:	$115,311
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$
25 6121 Support staff extra-duty pay			$
26 6140 Employee benefits			$29,981
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$
29 **Grant total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$145,292

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: 3721721721	Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land	$0
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$0
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a, b, and c) 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 #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 3721721721	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$1,060
	Grand total:	**$1,060**

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: 3721721721	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.	$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$0
6413	Stipends for non-employees other than those included in 6419	$0
6419	Non-employee costs for conferences. Requires authorization in writing.	$0
	Subtotal other operating costs requiring specific approval:	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$5,500
	Grand total:	**$5,500**

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

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

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#	Schedule #11—Capital Outlay (6600)			
County-District Number or Vendor ID: 3721721721			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$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: 3721721721 | 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:			3,452	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	644	18%	Attendance rate	95%
Hispanic	1,476	41%	Annual dropout rate (Gr 9-12)	1.0%
White	1,311	37%	Students taking the ACT and/or SAT	64%
Asian	21	<1%	Average SAT score (number value, not a percentage)	1,300
Economically disadvantaged	2,075	58%	Average ACT score (number value, not a percentage)	18
Limited English proficient (LEP)	323	9%	Students classified as "at risk" per Texas Education Code §29.081(d)	50%
Disciplinary placements	187	5%		

Comments

Part 1 Student Demongraphic data from the six Centers included in this proposal. The 25 regular students participating in the project will be selected with the assistance of the CAC, campus or district leaders, and OST staff.

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

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	19	7%	No degree	4	<1%
Hispanic	48	19%	Bachelor's degree	205	81%
White	186	73%	Master's degree	45	18%
Asian	0	0%	Doctorate	1	<1%
1-5 years exp.	80	32%	Avg. salary, 1-5 years exp.	$40,823	DNA
6-10 years exp.	56	22%	Avg. salary, 6-10 years exp.	$44,047	DNA
11-20 years exp.	47	19%	Avg. salary, 11-20 years exp.	$49,485	DNA
Over 20 years exp.	43	17%	Avg. salary, over 20 years exp.	$50,391	DNA

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

County-district number or vendor ID: 3721721721	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	0	0	0	0	0	0	10	40	40	40	25	10	10	175
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	0	0	0	0	0	0	10	40	40	40	25	10	10	175

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 3721721721	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.

IPSI fully commits to the Texas 21st CCLC purpose in creating community learning centers aimed at providing academic enrichment opportunities for high need, high poverty, and/or low-performing schools to meet state standards in the core content areas. Specifically, we propose to target secondary schools (grades 6-12) and use standards-based ELAR TEA resources to support OST learning opportunities. Center data, using TAPR, was analyzed as a *primary* set of data to identify partnering districts who meet one or more eligibility requirements for the 21st CCLC. Contacts were made with district authorizing officials to determine interest and willingness to participate, and, upon agreement to be part of this proposal, center-level data was analyzed in greater depth and compared to the state performance. Based on TAPR data, we learned about student demographic data and specific target areas for the 21st CCLC center foci. **Huntsville ISD,** a small semi-rural district, met its adequate yearly progress (AYP) and performed below the state's ELAR STAAR scores. Huntsville ISD's dropout rate has increased from 0.9% in the 2012-13 school year to 1.4% in the 2013-2014 school year, below the state dropout rate of 2.2%.The district has a slightly lower attendance rate than the state (95.8% compared to 95.9%), and a slightly lower percentage of economically disadvantaged students (58.2%) compared to the state's 58.7% economically disadvantaged students. Additionally, Huntsville ISD secondary students (grades 6-8 and English I and II) ranged from 6 to13 percentage points below the state's ELAR STAAR passing standards. These students will likely be the target population for the OST program. **San Saba ISD,** a small rural district, met its AYP and performed at or slightly above the state's ELAR STAAR scores. Specifically, San Saba ISD secondary students (grades 6-8 and English I and II) were 1 to 8 percentage points above the state's ELAR STAAR passing standards. Campus and district staff want to continue to increase student performance on the STAAR test by strengthening both OST programming for students and engagement with families and communities. San Saba has seen an increase in students attending their disciplinary alternative center and have a higher percentage of economically disadvantaged students (65.7%) compared to the state's 58.7% economically disadvantaged students. These students and families will likely be the target population for the OST program. **Tornillo ISD,** a small suburban district, met its AYP and performed below the state's ELAR STAAR scores. Specifically, Tornillo ISD secondary students (grades 6-8 and English I and II) were 5 to17 percentage points below the state's ELAR STAAR passing standards. Campus and district improvement plans reflect the high need to increase student performance on the STAAR test and may be strengthened by both OST programming for students and engagement with families and communities. Tornillo ISD's dropout rate has increased from 0.9% in the 2012-13 school year to 2.1% in the 2013-2014 school year, only slightly below the state dropout rate of 2.2%, and a significantly higher percentage of economically disadvantaged students (93.6%) compared to the state's 58.7% economically disadvantaged students. These students will likely be the target population for the OST program. Supporting data from Campus Improvement Plans for other data sources (e.g., Data-informed Plan or Student Gallup Poll) were used as a *secondary* set of data to determine any additional student needs. The *tertiary* set of data, specifically addressing families and communities, was collected through conversations with district authorizing officials. The needs across districts were similar: PD opportunities for family and community members on topics such as literacy development and college or career readiness. IPSI plans to work closely with each CAC and OST staff to ensure the development of center action plans and individual student plans prior to implementation. Formative and summative evaluation processes will be employed throughout the project ensuring continuous improvement and implementation adjustments as needed based on the findings. Formative and summative methods to set goals and monitor continuous improvement will include literature and resource reviews, pre- and post-surveys, observations, and student outcome reports. These reports will be monitored and shared at semi-annual and annual meetings.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 3721721721	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.	Develop an individual student support plan to monitor adequate academic progress and instruction to close achievement gaps.	Design and implement the use of an individual student plan with academic goals and desired areas of growth as identified by students and families to monitor progress and performance towards an established post-secondary readiness goal.
2.	Develop a behavior management plan aimed at understanding individual students' social and emotional needs.	Design and implement a behavior management plan as a part of an overall individual student plan to address the social and emotional needs of students, considering student perspectives on teaching and learning as it relates to individual needs for supports that need to be in place for instructional time during the day and OST.
3.	Improve academic performance in the area of literacy through the alignment of regular school and OST programming.	Site coordinator and tutors at each center will receive PD on the use and implementation of state-level literacy resources that complement the regular school day instruction, are aligned to state standards, and are used to improve the academic performance of students who will participate in the OST program.
4.	Provide differentiated instruction and support aimed at meeting students' individual needs, increasing graduation rates, increasing dual credit enrollment, and increasing post-secondary readiness.	Student data and progress will be monitored regularly by grant support staff and instructional adjustments will be made to differentiate instruction to meet student needs. A communication plan will be an established part of the program to support students and families in understanding the preparation and requirements for dual credit courses and graduation requirements for college and career readiness.
5.	Increase family and community engagement and participation in supporting student academic success, including attendance.	Parent, family, and community enrichment activities will take place throughout program implementation. Support sessions will be held with families and students to share progress toward program goals and individual student progress and attendance. Ongoing collaboration with local businesses, community members, colleges, etc. will identify onsite learning opportunities for students, families, and community members.

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Schedule #14—Management Plan	
County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The **Project Director** will oversee all aspects of the 21st CCLC grant including monitoring of center goals, communicating with the district CAC and center site coordinators, establishing center action plans, planning with the family engagement specialist, directing the work of PD/TA specialists, and ensuring grant compliance and and planning in all centers (e.g., safety plans in place, data collection). The project director will attend all required conferences or meetings and schedule routine conversations with state-level personnel to discuss the IPSI 21st CCLC program. The project director will also be responsible for developing and delivering PD, assisting at centers, when needed; assisting with program budgeting; and collaborating with an evaluator to evaluate program implementation at each center. A bachelor's degree will be required in education or related field, three or more years working in an educational environment, and demonstrated skills of problem solving, communication, organization, and time management.
2.	Site Coordinator	The **Site Coordinator** will coordinate center activities in accordance with responsibilities of the 21st CCLC. Site coordinators will communicate with tutors and use data to develop, or assist in the development of, aligned OST program instructional activities with regular school instruction. They will plan and implement program activities; utilize state-level vetted materials and resources (e.g., OnTRACK lessons); monitor attendance and progress of students; and communicate regularly with educators, parents, and families to ensure there is high-level implementation and support provided to students. Site coordinators will also collect and upload all required grant data, coordinate and attend meetings of the CAC and act as liaisons between campus leadership, CAC, family engagement specialist, and IPSI PD/TA staff. Site coordinators will be required to have a bachelor's degree in education or related field, experience with delivering literacy PD or teaching literacy, as well as demonstrated skills of problem solving, communication, time management, and knowledge of community resources.
3.	Family Engagement Specialist	The **Family Engagement Specialist** will collaborate with each site coordinator to meet the needs of participating families and facilitate effective communication between home and school. He/she will assist center staff in designing outreach materials and encouraging family involvement in the OST program, organizing and supporting family and community engagement activities, aligning family and community engagement activities with program goals, using data collection protocols to gather and analyze feedback from students and families on ways to enhance the OST program, and collaborating regularly with each site coordinator. A bachelor's degree will be required in education or a related field, experience working with family and community activities, and demonstrated skills of problem solving, communication, organization, and time management.
4.	PD/TA Specialists	PD and **TA Specialists**, current IPSI staff members, will collaborate with the project director, family engagement specialist, and site coordinators to analyze enter and district needs to plan for onsite PD opportunities. PD opportunities may include, but are not limited to, face-to-face or online PD, data planning, coaching, observation and feedback sessions, and leadership workshops. Each individual has a master or doctoral degree in education or related field and more than five years experience supporting schools or districts across Texas in areas such as literacy, instructional coaching and leadership, change, or mathematics education.
	Evaluator	The **Evaluator** will develop a semi-annual and annual report based on data from each center; assist with the development of surveys, observation protocols, evaluation questions, or logic model; communicate with the project director, site coordinators, and family engagement specialist to review evaluation instruments and reports; and assist with measuring progress and determining future actions.

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academic success, including attendance.	4.	Organize and host engagement activities for family and community members.	09/02/2016	07/31/2017

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 3721721721	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.

IPSI has been responsible for numerous projects on behalf of the TEA, provided PD and TA for various stakeholder groups including educators, literacy coaches, campus and district leaders, and representatives from the 20 ESCs. IPSI led or supported the development and delivery of PD for projects or initiatives including, but not limited to, the Texas Reading First Initiative, Striving Readers Comprehensive Literacy, Write for Texas, GEAR UP, OnTRACK for College Readiness, ELAR and Spanish Language Arts and Reading (SLAR) TEKS, End-of-Course Success for ELAR, and Online Teacher Reading Academies. Feedback and continuous improvement is an integral part of the work that IPSI is committed to. Staff meet at least monthly to monitor, analyze, and make adjustments for ongoing progress towards the attainment of project goals and objectives. IPSI staff serve as liaisons to support communication between IPSI and partnering districts, as well as hold regular meetings with district administrative teams and other program stakeholders. Information that is shared from a partnering district is then discussed during staff meetings as a way to gather feedback from others. This continuous feedback loop increases team collaboration and generates alternative support recommendations to target district needs inclusive of the latest educational research. To support the 21st CCLC, IPSI staff will continue integrating the latest educational research on proven practices with the needs of partnering districts. Formative and summative data sources and reports, see Schedule 15, related to identified performance indicators will aid implementation decisions, assess the progress of OST students, and evaluate the degree to which OST instructional practices or family and community engagement activities are impacting student outcomes. The Texas ACE Blueprint will serve as a guide to support continuous improvement and ongoing feedback for all key stakeholders in partnering districts. Written agreements, Memorandum of Understanding, will serve to outline the plan for feedback and improvement and will be developed with input from each partnering district and center when awarded. IPSI currently has a letter of support for the 21st CCLC from each partnering district with Board member signatures.

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.

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County-district number or vendor ID: 3721721721	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 (aligned to Schedule 14 Objectives)	
1.	Center Needs Assessment: Formative process using primary, secondary, and tertiary data sources, as well as literature and resource review to set goals, develop data collection protocols, develop action plans, and establish timelines.	1.	1.1, 1.2
		2.	2.1, 2.2
		3.	3.1, 3.2, 3.3
		4.	4.3
		5.	5.1, 5.3
2.	Student Program Data: Formative process using Student Gallup Poll, surveys, and OST data to set and monitor individual student plans.	1.	1.3, 1.4, 1.5
		2.	2.3, 2.4, 2.5
		3.	3.4
		4.	4.1, 4.2
3.	Semi-Annual Report: Formative process using pre- and post-surveys, center observations, and PD offerings to support implementation, communicate OST program progress, and determine future actions.	1.	1.5
		2.	2.4, 2.5
		3.	3.3
		4.	4.1, 4.4
		5.	5.2, 5.4
4.	Student Outcome Data: Summative process using data from STAAR and EOC reports to show individual student and center progress.	1.	1.4
5.	Annual Evaluation Report: Summative process using formative data and student outcome data to determine the impact of OST on student performance and inform program adjustments needed.	1.	1.1-1.4
		2.	2.1-2.5
		3.	3.1-3.4
		4.	4.1-4.4
		5.	5.1-5.4

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.

Formative or process evaluation will be initiated as soon as the award is announced and will continue throughout each program year, utilizing meetings and onsite visits to gather information to improve program implementation. The procedures for ensuring continuous program improvement will be ongoing and will direct future implementation based on findings. This iterative process, following a campus needs assessment, is essentially a four-step cycle: pre-assessment, activities, evaluation, and changed outcome. The first step is to conduct an initial assessment to determine needs and then identify resources, set goals, develop data collection protocols and action plans, and set timelines. The second step in the process is to conduct the activities or services based on the objectives to be achieved. Program data will be continually collected in preparation for semi-annual and annual progress reports or when requested by the TEA. The third step is to evaluate the suitability of the original objectives and changes will be made based on the results of the evaluation findings. Project progress will be assessed based on the students who regularly participate in OST activities (i.e., 25 per center), the number of participants who take part in family and community engagement activities (i.e., >25 at each center), as well as through onsite observations, and survey data designed to understand program effectiveness. Finally, these formative and summative data will be aggregated, and annual implementation reports, which will measure growth within the centers and overall project, will be prepared and submitted to the project director and other OST stakeholders. Ideally, IPSI plans to use an internal evaluation staff member with research and evaluation expertise who is not providing support to the OST program. However, districts will ultimately select the evaluator.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 3721721721	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.

IPSI meets the Statutory Priority by submitting an application consisting of more than one LEA: Huntsville ISD, San Saba ISD, and Tornillo ISD. Activities for the 21st CCLC centers will consist of the OST program for student participants and the family and community engagement program. Family members may pick up children from the centers once the OST program has concluded for the day, following outlined safety guidelines, or the district will take care of transportation needs. Daily OST program routines will include (1) *Academic Assistance*: students will complete homework assignments for any core content area with minimal tutor assistance required (30 minutes) and participate in tutor-led academic enrichment activities designed to reinforce daily ELAR TEKS and distributed or cumulative practice over previously learned standards (45 minutes); and (2) *Enrichment*: problem-based approach to reinforce instructional skills (e.g., technology problem that reinforces or extends learning related to one or more ELAR TEKS) or creative journaling exercise (45 minutes).

The second component of our proposal is to devote a minimum of two hours per week for family and community enrichment activities. This may include (but is not limited to) (1) *Family Support Services*: at least monthly conversations with family members to share student progress as a result of OST program participation and weekly family and community engagement activities; (2) *College and Workforce Readiness*: bi-monthly community outreach conversations with local businesses, community members, colleges, and so on to identify onsite learning opportunities for both students and/or families (e.g., college recruiter coming to the center to discuss college readiness, entry requirements, or financial aid; military recruiter coming to talk about educational opportunities, financial benefits; local entrepreneurs coming to the center to discuss characteristics needed to be career ready); (3) *Center and Community Sustainability*: quarterly discussions with community leaders to determine ways to sustain center activities as grant funding is reduced; and (4) *Community Support Services*: at least monthly community outreach activities (e.g., senior citizen day or other community members coming to the center to attend literacy workshops, gather or donate books for the Little Free Library, volunteer).

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.

IPSI will work with each center to coordinate communication (in both English and Spanish) for the 25 student participants identified by centers and districts, as well as family members of the 25 student and community members. Each site coordinator, along with the project director and family engagement specialist will host a one hour meeting at the onset of the award to communicate 21st CCLC program details including goals and expectations, overview of the enrichment and academic assistance activities, beginning and end dates, center location, start and end times, and transportation needs. Site coordinators may also post program updates and information via a blog, bulletin, or memo hosted on the center or district website or throughout the community when family and community engagement activities are planned. Informational flyers, including upcoming activities, will also be printed in English and Spanish and sent home with regular, participating students.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 3721721721	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.

IPSI plans to work closely with each center to design, develop, and implement activities to improve campus and student academic achievement and contribute to overall student success. Through the academic assistance part of the OST program, homework completion will be designed to capitalize on student's current learning and content mastery with minimal tutorial assistance (i.e., provided regular day teachers assign homework that mirrors instruction and not newly learned, complex skills). Site coordinators and tutors will design and develop lessons that leverage the many TEKS-aligned secondary resources with current learning in order to maximize on meaningful practice opportunities. The problem-based learning in the enrichment part of the OST program will be designed to increase problem-solving skills, soft skills (e.g., collaboration, planning, time management, and presentation and interview skills), and real-world application of content area learning. Opportunities for creative journaling within the enrichment block of the OST program will provide student participants a chance for reflective learning, artistic expression, and reflective writing. We know this part of the program is critical to keep students interested and excited about routine, OST learning.

The family and community engagement program will contribute to overall student success through the college and workforce readiness community outreach activities and community outreach conversations with local businesses, community members, colleges, and so on to identify on-site learning opportunities for both students and/or parents/families. The family support services part of the program will include routine conversations with family members to share student progress as a result of OST program participation and family and community engagement activities offered by the site coordinator. These family and community engagement activities will allow for the exploration of college or career possibilities, address the planning and action needed to meet high school and postsecondary goals, or offer PD and TA to support the establishment of a literacy-based community.

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.

Partnering districts and centers may coordinate Title 1 or Individuals with Disabilities Education Act (federal), Student Success Initiative (state), district funding received as part of state or federal initiatives (e.g., Texas Literacy Initiatives), local funding (e.g., Parent Teacher Organization, facility rental, bonds), or other local funds through community donations to coordinate with program activities. At the onset of the award, we will begin conversations about sustainability and explore alternative funding sources as funds are reduced. The Public Education Funding Texas website, http://fastexas.org/about/funding.php, is one source that we might use when discussing future actions and funding needs. Additionally, we know that the alignment of programs and initiatives is critical, and this is an area IPSI has a great deal of experience. New programs or initiatives must align with existing practices if a streamlined approach aimed at supporting teachers, students, families, and communities is the goal. Too many programs, initiatives, strategies, or approaches often creates confusion and results in a disconnected system where resources are inappropriately purchased.

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

Center data, using TAPR, was analyzed as one means of identifying partnering districts who meet one or more eligibility requirements for the 21st CCLC. Contacts were made with district authorizing officials to determine interest and willingness to participate, and, upon agreement to be part of this proposal, center-level data was analyzed in greater depth and compared to the state performance data. District and center level Campus Improvement Plans were reviewed and additional conversations with authorizing officials were held to identify specific family and engagement needs based on district or center needs assessment data.

Findings from the American Institute for Research Year 2 Evaluation Report (2013) that specifically address our proposal indicate the importance for OST staff to
- explicitly state learning objectives;
- intentionally deliver instruction using aligned curricula; and
- routinely incorporate a variety of learning strategies to address student learning needs.

When working with each center, we plan to deliver professional development to OST staff to specifically address explicit instruction elements (Archer & Hughes, 2011) and support OST staff in understanding state standards using a Standards-Based Planning template (IPSI, 2016). Additionally, to align regular school day curricula with OST curricula, we plan to model how to use TEA vetted material or lessons (e.g., OnTRACK) that are designed around TEKS. Additionally, our daily plan focuses on time for independent practice (homework), tutor-led instruction (aligned to daily instruction), and enrichment activities to accommodate individual student needs which emphasize higher-level thinking skills and real-world application.

In Schedule 15, we outlined several ways in which we will collect data to measure effectiveness.
- Center Needs Assessment: Formative process using primary, secondary, and tertiary data sources, as well as literature and resource review to set goals, develop data collection protocols, develop action plans, and establish timelines.
- Student Program Data: Formative process using Student Gallup Poll, surveys, and OST data to set and monitor individual student plans.
- Student Program Data: Formative process using Student Gallup Poll, surveys, and OST data to set and monitor individual student plans.
- Student Outcome Data: Summative process using data from STAAR and EOC reports to show individual student and Center progress.
- Annual Evaluation Report: Summative process using formative data and student outcome data to determine the impact of OST on student performance and inform program adjustments needed.

We will use formative and summative processes, as well as methods such as student outcome data, pre- and post-surveys, individual student action plans, and observations. Additionally, we will measure program effectiveness based on regular student attendance, family and community engagement activities offered and number of participants attending, and professional development opportunities provided for OST staff to name a few measures.

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

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

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

Included in our narrative, we cited a few research findings that support the need for home, school, and community partnerships. Parents and families want to be involved and engaged in their child's learning, and schools must rethink traditional approaches for increasing involvement (Martinez Hickman, 2014). Engagement theory emphasizes the importance of engagement (Marcum, 1999) including time to collaborate, explore, and engage with one another (Michel, 2011). "Strong school communities engender strong students" (Redding, 2011, p. 15). The family engagement specialist will be instrumental in supporting centers to meet this requirement.

Through partnerships with the TEA, ESCs, school districts, public charter schools, and other institutions of higher education, IPSI serves many of the educational and PD needs for the state of Texas and is unique to many other organizations in that department staff reside and provide PD and TA to schools and districts across the state. After our initial analysis of data to identify partnering districts, we identified a few districs in which we have partnered with previously which includes Huntsville, San Saba, and Tornillo. We felt this was important as relationships are established and partnerships formed. We realize that each center or district may have existing, unique partnerships that we will need to become familiar with, and this will be part of our initial needs assessment if awarded. We will need to understand the existing partnerships so that we align or enhance current practices. We want to ensure that the 21st CCLC aligns with and enhances current practices, not undermine or create disfunction.

The CAC will serve as each center's planning team. This group of stakeholders will consist of campus and district administrators, parents, family members, community members, students, and other personnel deemed important to meet the 21st CCLC goals. Once the CAC is formed, discussions and decision-making begin. The CAC will work closely with the project director, family engagement specialist, and site coordinator at the onset of the award to review district or center needs assessment aimed at articulating needs based on qualitative and quantitative data sources. Details gleaned during this session will lead to the development of a vision for the OST program that aligns with and includes grant guidelines. Future CAC meetings will continue to reflect on current practices, progress, and alignment, as well as determine additional partnerships to support program goals (e.g., college recruiter coming to the center to discuss college readiness, entry requirements, or financial aid; military recruiter coming to talk about educational opportunities, financial benefits; local entrepreneurs coming to the center to discuss characteristics needed to be career ready).

As data (e.g., student outcome, survey) become available, the CAC will continue to meet and monitor program effectiveness. They may recommend additional family and community engagement activities or OST program actions. This committee will also work closely with IPSI staff to begin designing a sustainability plan at the onset of the grant and plan for the future incurring of costs to continue the OST program.

Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Centers will have access to a variety of resources to target the identified needs included in Schedule 13. Specifically, IPSI will introduce and use a number of resources included in the Texas ACE Blueprint (e.g., Family Engagement Survey used to identify some engagement activities; Activity Alignment form used to align OST and regular school programming; Texas ACE Lesson Plan to plan differentiated activities; modified version of the Strategy Development Worksheet for student academic and/or behavior plans). IPSI staff will model how to align the OnTRACK lessons (TEA Gateway) to regular school day instruction and implement during OST programming, as well as show how to align and use resources from Write for Texas or TALA. Centers will receive funds to hire a site coordinator to lead the 21st CCLC project, as well as funds to support student, family, and community enrichment or outreach activities. Centers will also receive ongoing PD and TA support from IPSI project staff, family engagement specialist, and project director. The introduction, implementation, and continuous feedback learned from formative and summative assessment processes and findings will result in a system focused on continuous improvement and results.

IPSI will also provide financial support for each center. Funding for each center will allow for the following
- Site Coordinator Salary: one fulltime position at each center
- Tutor Stipend: two positions at each center
- Operating Costs: to purchase items such as a laptop and printer to access and print OnTRACK lessons, maintain data collection, develop and print outreach flyers, etc.
- Family Engagement Costs: to purchase items such as resources for family and community activities, books for the Little Free Library, or PD resources.
- Travel costs: Site coordinator travel costs to meetings with the project director, other centers, or to attend the annual Texas ACE Conference

With the overall goal of creating community learning centers aimed at providing academic enrichment opportunities for high need, high poverty, and/or low-performing schools to meet state standards in the core content areas, IPSI will support partnering districts by (1) delivering inservice PD opportunities aimed at aligning OST programs or activities with daily classroom instruction, (2) supporting lesson planning and use of data to guide instruction, (3) observing and providing feedback on instructional delivery, and (4) allocating funds for district personnel and necessary resources to fulfill project goals. Additionally, IPSI will provide support and guidance on designing or refining existing systems aimed at fostering, increasing, and strengthening parent, family, community, and school partnerships. As stated earlier in this proposal, IPSI fully commits to the Texas 21st CCLC purpose in creating community learning centers aimed at providing academic enrichment opportunities for high need, high poverty, and/or low-performing schools to meet state standards in the core content areas. We plan to target secondary schools, grades 6-12, and use standards-based ELAR TEA resources to support OST learning opportunities. The resources provided to each center align with our proposed activities.

During one of the first meetings with the CAC, we will also determine additional resources that community, campus leaders, or district leaders may contribute. This may include additional funds for resource materials, library books, technology access, nutritional snacks, or transportation.

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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.

Center OST staff, IPSI, district authorized official, family and community members, and other campus or district staff will need to collaborate regularly to ensure the OST program activities are meeting the needs of all stakeholder groups. Campus needs assessments or district or campus improvement plans will guide the center goals; however, site coordinators will need to ensure that OST program activities are aligned and complement regular school day activities. Evidence-based practices (e.g., OnTRACK lessons, Write for Texas, TALA) will be used by OST staff and research on strengthening home, school, and community partnership will be used to guide family and engagement program activities. Additionally, OST staff will access resources on the MyTexasACE online platform. The platform is searchable by audience and topic, thus providing a user-friendly online platform for accessing ACE resources. For example, site coordinators or family engagement specialist may review past webinars on family engagement to learn new ideas, gain insight into specific topics, or to plan a family and community engagement activity.

Our plan to include academic assistance and enrichment for students, as well as family support services, college and workforce readiness, center and community sustainability, and community support services for the family and engagement program emphasize multiple approaches to enhance academic performance and support student needs. We will demonstrate this with curriculum and lesson plans; records of meetings and contacts made with students, families, and community; needs assessments and pre/post surveys (e.g., student improved behaviors); records for trainings and professional development opportunities offered; records of observations and on-site visits; and data reports (e.g., increase in attendance, graduation rates, academic performance).

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.

To encourage college and career readiness, the family and community engagement program will host community outreach conversations with local businesses, community members, colleges, and so on to identify onsite learning opportunities for both students and/or parents/families (e.g., college recruiter comes to the center to discuss college readiness, entry requirements, or financial aid; military recruiter comes to talk about educational opportunities, financial benefits; local entrepreneurs come to the center to discuss characteristics needed to be career ready). Some community outreach activities may involve inviting volunteers to participate in program activities as guest speakers or to serve as problem-based learning subject matter experts for the OST student program (e.g., senior citizen days to teach about literacy, daycare support for enrichment activities, library integration, gather books or funds for the Little Free Library).

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

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

IPSI will design and develop, in collaboration with center site coordinators and family engagement specialist, parent, family, and community activities aimed at designing and refining systems to strengthen partnerships between the home, school, and community. These activities will increase collaboration and engagement, with an emphasis on providing time to collaborate, explore, and engage with one another, which are opportunities desired by faculty and staff (Michel, 2011) and an invaluable aspect of moving away from traditional approaches for engaging parents, families, and communities. "Strong school communities engender strong students" (Redding, 2011, p. 15). IPSI places this research at the center of the work we propose with communities. Communities (i.e., educators, leaders, parents, families, community members) play a key role in the success of a child's education and the systems and practices described in our goals will lead to the accomplishment of improving community engagement and establishing sustained relationships. The IPSI family engagement specialist will collaborate with each site coordinator and use the needs assessment and survey data to guide the planning, coordination, and implementation of weekly activities for families or community members to support student academic success. IPSI's aligned and coordinated services, resources, and activities will leverage the existing district efforts for family and community engagement.

Our overall vision is to create communities within schools as a means to establish a community of learners, and this will require input from the various stakeholder groups. For example, and based on the PI's prior experience, we plan to share a community model that includes a (1) library that is accessible to community members; (2) central location for senior citizens to learn about literacy or volunteer; (3) place where families can come to learn about or engage in literacy-related instructional practices, and when applicable; and (4) opportunity for community or business leaders to hold seminars on topics such as college readiness, career readiness, or military careers to name a few. We believe that this concept can come to fruition; strengthen the home, school, and community partnership; and continue at a minimal cost.

The resources that we plan to use and model during the OST program are sutainabile resources. The resources do not require annual memberships, annual renewals, or annual funds to reproduce. The materials are best practices, aligned to TEKS, and available to all educators in Texas. Through the coordinated efforts of IPSI staff and partnering district stakeholders, a plan for sustainability will be developed to include the use of these resources in the Texas Gateway (e.g., OnTRACK lessons), TALA, and Write for Texas. PD and TA offered throughout the project for OST staff, families, and community members will provide ideas on sustainable, instructional practices that are about effective teaching (e.g., explicit instruction elements by Archer and Hughes or vocabulary routine by Isabel Beck). As with the resources, the strategies do not require memberships, renewals, or funds for reproduces. The strategies are evidence-based instructional strategies that can be used in all content areas, all grade levels, and with all stakeholder groups.

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

IPSI meets the TEA Priority for submitting a letter of support from each LEA including a majority of Board signatures. This was a critical first step in securing LEA support for the 21st CCLC program. We will establish a CAC to serve as our center planning team. This group of stakeholders will consist of campus and district administrators, parents, family members, community members, students, and other personnel deemed important. Once the CAC is formed, discussions and decision-making will continue around district and center goals and sutainability. The CAC will work closely with the project director, family engagement specialist, and site coordinator at the onset of the award to complete a district or Center needs assessment aimed at articulating needs based on qualitative and quantitative data sources. Details gleaned during this session will lead to the development of a vision for the OST program that aligns with and includes grant guidelines. CAC members may discuss questions such as, How will we know if students are successful or when alternative interventions are needed? What data will we evaluate and at what frequency to determine program effectiveness? What is each member's roles and responsibilities (e.g., instruction, planning, outreach)?

Williams and Hierck (2015), in their book *Starting a Movement*, outline various procedures we may employ to seek continuous feedback and involvement. First, accountability measures are needed. Each member or stakeholder group of the CAC will have roles and responsibilities to continue to strengthen the home, school, community partnership and to accomplish program goals. The CAC will help to set program expectations and will then need to provide the necessary support and resources to accomplish the expectations. Ongoing conversations among CAC members may answer questions such as

- What is the rationale for the decision?
- What funds are we using to sustain practices?
- What resources are needed, and how will these resources benefit the program?
- How will we know if the CAC guidance is effective?
- How do we ensure that educators and leaders support the OST program and assist with monitoring student performance during regular school day activities?
- How will we know if our communication with family and community members is effective?

This is not meant to be an exhaustive list of questions; however, the CAC will need to generate questions early and then set a plan to monitor productivity.

As data (e.g., student outcome, survey) become available, the CAC will continue to meet and monitor program effectiveness. Data may be used to recommend family and community engagement activities or guest speakers to discuss college and career readiness or make adjustments needed for current practices. This committee will also be responsible for developing a sustainability plan aimed at incurring costs as grant funds decrease. IPSI will support this endeavor, beginning at the onset of the award, so that CACs are planning ahead.

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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.

Daryl Michel, Ph.D., will serve as the **Principal Investigator** and will take part in monthly updates with the project director, fiscal management and staffing, and assist with project reporting. Dr. Michel brings a broad skill set to IPSI including school improvement initiatives, systemic change, and effective teaching practices. He led the development of the TRFI evaluation, a compilation of materials that describes and highlights eight years of activities, and co-wrote reports on topics such as change, instructional leadership, and best practices in literacy instruction. He developed or supported the development of multiple train-the-trainer sessions for the Texas Literacy Initiative Summer Institutes focused on explicit instruction for diverse learners and supported the development of train-the-trainer sessions for the Texas Leadership Summits, Project Share®, and Intel® Teach. He has experience in developing online courses and facilitator guides, as well as facilitating statewide collaborative groups with administrative teams and teachers. He is a member of the Texas Literacy Initiative State Leadership Team, co-leads the Texas Literacy Initiative and Write for Texas, and provides PD and technical assistance across the state of Texas in areas such as literacy education, instructional leadership and coaching, and using data to guide instruction. Dr. Michel's research focuses on learning communities, effective meetings, and teacher and administrator development. He received his PhD in Education: School Improvement from Texas State University, master's degree in educational leadership from Texas A&M University-Kingsville, and bachelor's degree in education from the University of Northern Iowa.

The **Project Director** will oversee all aspects of the 21st CCLC grant including monitoring of center goals, communicating with the district CAC and center site coordinators, establishing center action plans, planning with the family engagement specialist, directing the work of PD/TA specialists, and ensuring grant compliance and and planning in all centers (e.g., safety plans in place, data collection). The project director will attend all required conferences or meetings and schedule routine conversations with state-level personnel to discuss the IPSI 21st CCLC program. The project director will also be responsible for developing and delivering PD, assisting at centers, when needed; assisting with program budgeting; and collaborating with the **Evaluator** to evaluate program implementation at each center. A bachelor's degree will be required for the project director in education or related field, three or more years working in an educational environment, and demonstrated skills of problem solving, communication, organization, and time management. IPSI will provide additional onsite support through **PD and TA Specialists**. These specialists will collaborate with the project director and site coordinators to analyze center and district needs to plan for onsite professional development opportunities. Professional development opportunities may include (but are not limited to) face-to-face or online training, data planning, coaching, observation and feedback sessions, and leadership workshops. The project director and family engagement specialist, in addition to the PD and TA staff, will routinely collaborate with site coordinators and district authorizing officials to schedule and hold sessions on Family Support Services, College and Workforce Readiness, Center and Community Sustainability, and Community Support Services and to attend division or state meetings (see Schedule 3).

IPSI plans for PD and TA Specialists to provide weekly online or face-to-face to support, as well as
- Project Director traveling at least once per month to respective districts to visit centers to work with site coordinators and IPSI PD/TA staff on professional development, data collection, etc., as well as to meet with campus and district leaders to determine progress or next steps;
- Project Director traveling monthly to meet with the principal investigator and family engagement specialist to discuss center progress and determine future actions;
- Family Engagement Specialist traveling to respective centers at least once per month to support site coordinators with family and community engagement activities; and
- Family Engagement Specialist meeting at least monthly with the project director to plan, develop professional development, and determine future actions to support centers

The ongoing collaborative of all stakeholder groups will be essential for program progress.

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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: Tornillo Junior High		
9 digit campus ID#	071908041	Distance to Fiscal Agent (Miles)	39 miles (IPSI PD/TA Specialist traveling from El Paso to Tornillo)
Grade Levels to be served (PK-12)	7-8		

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:	25
Number of Adults (parent/ legal guardians only) to be served:	>25, target is families of regular students

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	DNA			
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: Tornillo High		
9 digit campus ID#	071908001	Distance to Fiscal Agent (Miles)	39 miles (IPSI PD/TA Specialist traveling from El Paso to Tornillo)
Grade Levels to be served (PK-12)	9-12 (9th grade likely focus in Year 1)		

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:	25
Number of Adults (parent/ legal guardians only) to be served:	>25, target is families of regular students

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.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4

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	DNA			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Schedule #17—Responses to TEA Program Requirements (cont.)				
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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: Mance Park Middle			
9 digit campus ID#	236902042	**Distance to Fiscal Agent (Miles)**		<5 miles (main IPSI PD/TA Specialist lives in Huntsville)
Grade Levels to be served (PK-12)	7-8			

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:	25
Number of Adults (parent/ legal guardians only) to be served:	>25, target is families of regular students

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	DNA			
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: Huntsville High			
9 digit campus ID#	236902002	**Distance to Fiscal Agent (Miles)**		<5 miles (main IPSI PD/TA Specialist lives in Huntsville)
Grade Levels to be served (PK-12)	9-12			

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:	25
Number of Adults (parent/ legal guardians only) to be served:	>25, target is families of regular students

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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	DNA			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

Center Number: 5	Center Name: San Saba Middle		
9 digit campus ID#	206901041	**Distance to Fiscal Agent (Miles)**	about 80 miles (IPSI PD/TA Specialist traveling from Leander/Cedar Park to San Saba)
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:	25
Number of Adults (parent/ legal guardians only) to be served:	>25, target is families of regular students

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	DNA			
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: San Saba High		
9 digit campus ID#	206901001	**Distance to Fiscal Agent (Miles)**	about 80 miles (IPSI PD/TA Specialist traveling from Leander/Cedar Park to San Saba)
Grade Levels to be served (PK-12)	9-12		

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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:	25
Number of Adults (parent/ legal guardians only) to be served:	>25, target is families of regular students

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	DNA			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

Center Number: 7	Center Name:		
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.**

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	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				

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

County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

Center Number: 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

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

ESEA Section 1114 (https://www2.ed.gov/legislation/ESEA/sec1114.html) articulates many of the elements we have included in our proposal. This includes conducting a campus needs assessment and action plan based on the results; using differentiated instructional strategies to address the needs of OST students; and selecting high quality tutors to lead instruction, site coordinators to assist with planning instruction, and a project director and family engagement specialist with experience in leading large-scale projects or experience leading family and community activities. Additionally, our proposal also includes several ways to engage family and communities, accountability milestones, and evaluation measures.

IPSIs proposal includes several elements from Texas Education Code, §29.081 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm). The IPSI 21st CCLC, with assistance from center leaders, to select students who will participate in regular OST programming. The design of OST lessons include academic assistance to accelerate and enrich learning aimed at closing achievement gaps. Student action plans will guide instructional planning and delivery and progress monitoring will allow site coordinators and tutors to adjust instruction based on student response.

IPSI plans to meet with center leaders and district authorizing officials to identify students who will take part in OST programming. For example, we may decide to select 25 freshmen at Tornillo High School as a cohort during the first year and provide academic and enrichment support. If this is the case, we will also target the families of these 25 students to see the impact the OST program can have on a cohort of students with the added benefit of targeted support for their families.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

Grantee-level Staffing: 1 Project Director (full-time); 1 Family Engagement Specialist (full-time); 3 PD/TA Specialists (part-time); **Center-level Staffing:** 1 Site Coordinator (full-time); 2 Tutors (hourly); and 1 Evaluator (preferably IPSI internal staff) to evaluate each center's program.
Tentative Center Schedules: IPSI communicated with district authorizing officials to determine a tentative schedule for each center including the number of weeks and approximate hours per week. Student and family and community engagement activities would begin on September 5, 2016 to allow for student data collection, tutor planning, and routine or protocol development. Programming would continue weekly (except for one week in November for Thanksgiving, two weeks in December for the winter break, and one week in March for spring break) and continue through April 30, 2017. Programming may continue in May and OST staff will support the evaluator with the annual evaluation report. Summer school schedules will be set based on OST progress and may be a consecutive six-week schedule in June and July or flexible schedule that includes instruction time in June and August.
OST Regular Student Fall and Spring Enrichment (minimum programming per week and travel time):
-29 weeks in length and 12 hours per week = 348 hours of OST programming
-Subtract 30 minutes per day for transportation (morning and after school programming and more rural communities) = about 72 hours
-Actual programming = minimum of 276 hours for 29 weeks
-Weekly programming = minimum of 9.5 hours (i.e., Academic Assistance - 30 minutes, tutor lead academic enrichment activities to support regular school day instruction - 45 minutes, and enrichment - 45 minutes)
OST Regular Student Summer School:
-6 weeks in length and four days per week at a minimum of four hours per day
-Weekly programming = 16 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.

Safety must be an absolute priority for the OST students and staff. IPSI plans to use the Texas ACE Blueprint Appendix 17 as a guide when developing center safety plans. We will meet with campus leaders and district authorizing officials to learn about district safety protocols, collect and distribute emergency plans, and collect important contact names and telephone numbers. Additionally, we will establish a safety plan that includes (but not limited to) administering medications, disciplinary procedures, bathroom procedures, acceptable use of technology, and contact with contaminated materials or fluids.

Prior to OST programming, each site coordinator, along with the project director and family engagement specialist will host a one hour meeting to communicate 21st CCLC program details including goals and expectations, overview of the enrichment and academic assistance activities, beginning and end date, center location, start and end times, safety procedures, and transportation needs.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

Student outcome data, campus needs assessments, and campus or district improvement plans will be used to refine center goals prior to implementation. Student outcome data and results from student surveys will be used to develop individual student action plans. Site coordinators will collaborate with classroom teachers to understand ELAR TEKS being covered, as well as strategies used. Site coordinators will then support tutors in developing evidence-based lessons aligned to the grades 6-12 ELAR TEKS. Site coordinators and tutors will use several resources from the Texas Gateway such as OnTRACK lessons or the TALA to support instructional delivery. For example, vocabulary development instruction could be supported with a TALA lesson such as Affixes with Unchanging Base Words, an OnTRACK lesson such as Linguistic Roots and Affixes, or a Write for Texas lesson such as Teaching Revising and Editing Skills. Each center plans to enroll a minimum of 25 students as regular attendees in Year 1 allowing for smaller instructional groups. We plan to hire two tutors and may have the site coordinator teach small groups if and when needed. This will mean a ratio of about 12:1.

The weekly activities will allow for homework completion, tutor-led academic assistance, and enrichment opportunities. The tentative plan for OST sessions include
- Academic Assistance: students will complete homework assignments for any core content area with minimal tutor assistance required (30 minutes) and participate in tutor-led academic enrichment activities designed to reinforce daily ELAR TEKS and distributed or cumulative practice over previously learned standards (45 minutes)
- Enrichment: centers will implement a problem-based approach or creative journaling exercise to reinforce instructional skills (e.g., use technology software to design or solve a problem that reinforces or extends learning related to one or more ELAR TEKS or) (45 minutes)

Data collected and analyzed by tutors or site site coordinator will be used to monitor student progress. This may include daily activities with the tutor, progress with the enrichment activity, and data collected from regular classroom teachers to see if the OST program is closing achievement gaps. Additionally, other formative assessments (e.g., benchmarks, homework, unit assessments, progress monitoring) can be used to track progress.

To coordinate activities, we believe the site coordinator will need to take on a lead role. Although he/she may have various responsibilities, OST program-aligned instruction must be a priority. Tutors, who may be classroom teachers, will likely have other responsibilities which is why we want site coordinators leading lesson development. For example, a lesson development process might include
- Site coordinator communicates with regular day teachers or reviews scope and sequence documents to determine TEKS being covered.
- Site coordinator explores the state-level vetted or other campus curricula aligned to the TEKS (e.g., OnTRACK lessons, Write for Texas, TALA).
- Site coordinator, using a format similar to the Texas ACE Lesson Plan, Appendix 9b, generates a lesson plan to ensure alignment and meets with tutors the week prior to delivery to review.
- At the end of each week, tutors debrief with the site coordinator on what worked or didn't work.
- Site coordinator adjust lesson plans for the following week and incorporates recommended revisions.
- Site coordinator places developed lessons in a binder for future use.

By having the site coordinator develop lesson plans, we ensure alignment of instruction and consistency in lesson development and instructional practices used. IPSI staff will support Center OST staff with development, PD, delivery, and monitoring.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

Student outcome data and results from student surveys will be used to develop individual student action plans. Site coordinators will collaborate with classroom teachers to understand ELAR TEKS being covered, as well as strategies used. Site coordinators will then support tutors in developing evidence-based lessons aligned to the grades 6-12 ELAR TEKS. Site coordinators and tutors will use several resources from the Texas Gateway such as OnTRACK lessons or the Texas Adolescent Literacy Academies (TALA) to support instructional delivery. A 12:1 student to tutor ratio (or smaller if the site coordinator teaches) will better allow the use of differentiated instructional strategies to address the needs of OST students. Because TEA vetted resources are the main resource selection for this proposal, the project director or IPSI PD/TA specialists can support the site coordinator or tutors with additional assistance in developing alternative lessons for OST students who do not have the necessary foundational skills. This may include using the TEKS Handbook as a way to become familiar with prerequisite skills that lead to more success with the skill being taught. Once prerequisite skills are known then prior grade level OnTRACK lessons might be selected (e.g., a 9th grade student struggling with determining the meaning of grade-level technical academic English may need support with prerequisite skills of linguistic roots and affixes).

The design of OST lessons will include academic assistance to accelerate and enrich learning aimed at closing achievement gaps. Student action plans will guide instructional planning and delivery and progress monitoring will allow site coordinators and tutors to adjust instruction based on student response. Additionally, site coordinators and tutors may pose questions such as
- What are the individual student needs, and how is this communicated on the student action plan?
- What data are we using to monitor progress?
- How frequently will we monitor the data?
- How will we ensure that data is used to adjust instruction (e.g., additional time with the tutor, more structure enrichment activities)?
- What adjustments to resources might we need to better support student needs?
- How are we communicating with family members to recommend ways they can support student performance at home?
- What other supports might we provide to support a student who is not making progress (e.g., additional tutorial service, volunteer support, academic support by a specialist)?
- What other supports might we provide to support a student with behavior challenges (e.g., school counselor, community counselor)?
- How frequently is communication taking place between the regular school day teacher and OST staff to ensure alignment of TEKS and instructional practices?
- How might we communicate with regular school day teachers to suggest alternative approaches to use to support OST student needs?

This is not meant to be an exhaustive list; however, it serves as a starting point for addressing student needs and ensuring that their needs are met.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

The IPSI family engagement specialist will collaborate with each site coordinator and use the results from the needs assessment and survey data to guide the planning, coordination, and implementation of weekly activities for families or community members to support student academic success. He/she will assist center staff in designing outreach materials and encouraging family involvement in the OST program, organizing and supporting family and community engagement activities for families of participating students, aligning family and community engagement activities with program goals, using data collection protocols to gather and analyze feedback from students and families on ways to enhance the OST program, and collaborating regularly with each site coordinator. IPSI aligned and coordinated services, resources, and activities will leverage the existing district efforts for family and community engagement.

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 OST family and community engagement program is scheduled for a minimum of two hours per week, and we plan to target the families of students who will be scheduled to attend the OST program on a regular basis. By starting with this group, we can develop support systems and protocols to engage with families of the 25 regular student participants. This does not mean we will discourage other family members from attending; however, we want to be realistic in our approach and get systems in place before expanding our services. To accomplish our support for the target families, the family engagement specialist will collaborate with the project director and each site coordinator to survey family needs, or review the campus needs assessment, schedule events, design outreach materials, host events, and collect feedback to continuously improve upon and meet the needs of the families. Ideally, we will coordinate activities around times in which families and OST students can interact and learn from and with one another; however, we also know we may need the site coordinator or other staff (e.g., volunteers, district or campus specialists, community leaders) to offer support sessions at various times throughout the week to accommodate family schedules.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 3721721721	Amendment # (for amendments only):

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

IPSI will depend a great deal on the identified needs of each center. Specifically, results from the campus needs assessment or additional input from district authorized officials and family members. Ideally, we will coordinate activities around times in which families and OST students can interact and learn from and with one another; however, we also know we may need the site coordinator or other staff (e.g., volunteers, district or campus specialists, community leaders) to offer support sessions at various times throughout the week to accommodate family schedules. District authorizing officials and center staff recommend that we collaborate with community members and schedule sessions around college and workforce readiness, as well as offer professional learning opportunities on topics such as language acquisition and literacy development. Because we want to emphasize the need to establish strong home, school, and community partnerships, we want to work closely with each center to establish community libraries and establish a CAC that represents various stakeholder groups who can assist with gathering ideas from others (e.g., parents talking to parents, community leaders talking to community leaders). We cannot assume that we know what everyone wants nor how best to establish this partnership. We need to establish a team who represents various aspects of the community, learn about their needs, and then develop and offer sessions that are appropriately suited to meet their needs.

Family or community survey data can provide insight into specific requests or needs. For example,
- Family Support Services: at least monthly conversations with family members to share student progress as a result of OST program participation and weekly family engagement activities
- College and Workforce Readiness: bi-monthly community outreach conversations with local businesses, community members, colleges, and so on to identify on-site learning opportunities for both students and/or families (e.g., college recruiter coming to the center to discuss college readiness, entry requirements, or financial aid; military recruiter coming to talk about educational opportunities, financial benefits; local entrepreneurs coming to the center to discuss characteristics needed to be career ready)
- Center and Community Sustainability: quarterly discussions with community leaders to determine ways to sustain Center activities as grant funding is reduced
- Community Support Services: at least monthly community outreach activities (e.g., senior citizen day or other community members coming to the center to attend literacy workshops, gather or donate books for the Little Free Library, volunteer)

IPSI staff have ample experience providing PD and TA in literacy. IPSI partnered with other organizations to provide PD and TA during the Texas Reading First Initiative (grades K-3) and the Texas Literacy Initiative (age 0-grade 12). PD included undersanding the ELAR TEKS, vocabulary and oral language development, comprehension, phonics, phonological awareness, and fluency. Additionally, IPSI staff offers PD events to educators across Texas in content area writing, grades K-12. In addition to PD, IPSI staff supported the TEA in developing lessons for OnTRACK, grades 6-12, and partnered with the TEA and Meadows Center to support Write for Texas, grades 6-12. We have the capacity to develop and deliver literacy-related PD to educators; however, these same instructional strateiges or processes can be offered to family and community members.

Other PD and support offered by IPSI include coaching, instructional leadership, change, blended learning, and explicit instruction. These additional supports can assist the CAC, educators, district or campus leaders, OST staff, families, and community members with understanding the need for change and planning change actions accordingly to benefit the entire community and create a culture of learning and consistency at all levels.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 3721721721		Amendment number (for amendments only):		

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 3721721721		Amendment number (for amendments only):		

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

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

Barrier: Gang-Related Activities

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

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Schedule #18—Equitable Access and Participation (cont.)				
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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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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 3721721721	Amendment number (for amendments only):

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

Total Nonprofit Schools within Boundary

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

Initial Phase Contact Methods

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

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

Total Eligible Nonprofit Students within Boundary

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

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

Total Nonprofit Participants

Total nonprofit schools participating: **0**	Total nonprofit students participating: **0**	Total nonprofit teachers participating: **0**
No nonprofit schools participating: ☒	No nonprofit students participating: ☒	No nonprofit teachers participating: ☒

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

Participant Consultation: Development and Design Phase Consultation Methods

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

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

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

☐ How children's needs will be identified

☐ What services will be offered

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

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

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

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

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

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

☐ Other (specify):

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

Designated Places/Sites

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

Designated Times

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

Part 4: Selection Criteria/Activity Timeline

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

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

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

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

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