# Texas Education Agency
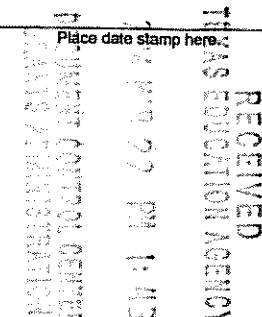## Standard Application System (SAS)

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

| | | |
|---|---|---|
| **Program authority:** | Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act | **FOR TEA USE ONLY** <br> 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: <br><br> Document Control Center, Division of Grants Administration <br> Texas Education Agency <br> 1701 North Congress Ave <br> Austin, TX 78701-1494 | RECEIVED TEXAS EDUCATION AGENCY |
| **Contact information:** | 21stCentury@tea.texas.gov | |

### Schedule #1—General Information

### Part 1: Applicant Information
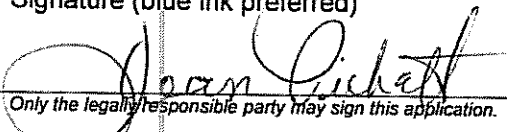
| Organization name | County-District # | | | Amendment # |
|---|---|---|---|---|
| East Cleburne Community Center | NA | | | NA |
| Vendor ID # | ESC Region # | | | DUNS # |
| 75-2286091 | NA | | | 839923307 |

| Mailing address | | City | State | ZIP Code |
|---|---|---|---|---|
| 304 Trinity Street | | Cleburne | TX | 76031- |

#### Primary Contact

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Joanie | Y | Hudson | Grant Specialist |
| Telephone # | Email address | | FAX # |
| 214-686-7814 | hudsj@charter.net | | 817-558-8177 |

#### Secondary Contact

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Dexter | | Baldwin | Vice-Chairman |
| Telephone # | Email address | | FAX # |
| 817-933-2642 | eccc1@sbcglobal.net or dexbharmony@yahoo.com | | 817-645-2949 |

### 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 |
|---|---|---|---|
| Jean | | Pickett | Executive Director |
| Telephone # | Email address | | FAX # |
| 817-933-1152 | eccc1@sbcglobal.net or floretta2@aol.com | | 817-645-2949 |

Signature (blue ink preferred)     Date signed

*Jean Pickett*     3/29/16

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

701-16-102-157

| Schedule #1—General Information (cont.) | |
|---|---|
| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |

**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): August 1 | End date (MM/DD): July 31 |

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

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

| Schedule #3—Certification of Shared Services | |
|---|---|
| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |

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

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

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

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

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

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

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

| | Schedule #3—Certification of Shared Services (cont.) | | | |
|---|---|---|---|---|
| County-district number or vendor ID: 75-2286091 | | | Amendment # (for amendments only): NA | |
| **#** | **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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|---|---|
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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #4—Request for Amendment | |
| --- | --- |
| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |

### 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: | | $ | $ | $ | $ |

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

| Schedule #4—Request for Amendment (cont.) | |
|---|---|
| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |

**Part 4: Amendment Justification**

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

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

## Schedule #5—Program Executive Summary

| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |
|---|---|

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.

**Overview** The East Cleburne Community Center (ECCC) is a non-profit organization located in Cleburne, Texas with a population of 21,928 citizens. According to the US Census Bureau, the City of Cleburne has only 14% of its citizens who hold a bachelor's degree and 13.5% are below poverty. The City of Cleburne has only 8.54% of the labor force in a professional specialty. The primary labor market for the City of Cleburne increased in the labor force from 13,626 in 2013 to 14,000 in 2015. This community data has a significant impact on the academic success of children in these homes. Based on a community survey conducted by ECCC, 60% of children from these homes were left in an unsupervised environment during after school hours, were failing core subjects, and needed an extended day program with academic assistance and family enrichment activities. Data showed that children 5 to 14 years old were regularly left in self-care situations and the average time spent in self-care was 7 hours per week. Based on the profile data of the community, ECCC saw the need to establish Project $CA^2N$ (Cleburne Academic Achievement Now), which is an after school tutorial program that involves familes and school age children who attend Cleburne Independent School District (CISD) in grades 3-5 who failed two or more core subject areas, failed the state assessment (STAAR/EOC) had been retained in one or more grade levels and low school attendance. Project $CA^2N$ is currently serving 65 students and 50 families who met the criteria for participation in the program. A recent program evaluation showed a decrease of students left in self-care from 7 hours to 3 hours and a 3-5% increase in academic performance in the four core areas over a five year period. Based on the program's evaluation data, ECCC formed ACE Community Advisory Committee (A-CAC) composed of the ECCC Board, Cleburne ISD's superintendent and administrative staff, local teachers, instructors from Southwestern Adventist University, and parent/business stakeholders to expand Project $CA^2N$ from serving 65 students in grades 3-5 to 1200 students in grades 1-11. The multi-year strategic plan developed by A-CAC for expanding the program has goals and objectives that align with CISD's district and campus improvement plans and integrates into the district's culture. For example, CISD's Science, Technology, Math, and Engineering (STEM) Program for grades 5-8 will be expanded to include students in grades 1-11. Project $CA^2N$ will include project based learning for improving analytical skills and observational skills which are crucial in developing better students to become problem-solvers. Students will have opportunities through summer bridge programs taught by staff from our university partnership, starting in 8th grade, to prepare them for the Texas Success Initiative (TSI) writing and reading exam in order to improve college and career readiness scores. Students will also have opportunities to prepare for their SAT and ACT through tutorial classes after school. Through project based learning, parents will be afforded the opportunity to learn and apply critical thinking skills alongside their children. Enrichment and recreation will include such activities as ESL classes, computer skills, poetry recitals, and chess clubs and summer activities that includes educational field trips. Mentors from the local business community will be assigned to students who participate in our program to help build self-esteem and practice positive behavior that is based on the six pillars (respect, trustworthiness, responsibility, fairness, caring, & citizenships) in the Character Ed. Curriculum. The A-CAC used the ACE Blueprint components, academic assistance, enrichment, family and parental support services, and college and workforce readiness in redesigning the expansion of Project $CA^2N$.: Based on prioritized needs from the comprehensive needs assessment, the goals are: 1) Close the achievement gap, 2) Improve postsecondary readiness; 3) Increase student/parent participation in character building; 4) Reduce # of hours students are in unsupervised self-care; and 5) Improve the graduation rate for English Language Learners. The program is a 35 week program starting no later than 09/06/2016 with 6 weeks designated in the summer. Project $CA^2N$'s will be implemented at four centers. *Center 1*: Santa Fe Elementary: Grades 1-2 (175 students identified most in need); *Center 2*: ECCC: Grades 3-5 (300 students identified most in need ); *Center 3*: AD Wheat Middle School-Grades 6-8 (450 students identified most in need); *Center 4*: Cleburne High School-Grades 9-11 (225 students identified most in need). Total students served in all four centers are1150. Budget development: Project $CA^2N$'s ACE Program's budget was developed by members of A-CAC and their partnerships. The program goals and objectives and the number of students to be served dictated the total design, activities and resources for implementing a successful program and developing the budget. The ACE Community Advisory Council (A-CAC) have partnered with Cleburne ISD, Southwestern Adventist University, Texas Workforce Commission, Tarrant County Area Foodbank, Texas Agricultural Extension Service, and United Way of Johnson County to ensure the funding sustainability of Project $CA^2N$'s ACE Program.

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

| Schedule #5—Program Executive Summary (cont.) | |
|---|---|
| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |

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.

Demographics' relationship to goals and objectives of the grant: CISD's demographics reflect the significant changes in the City of Cleburne's demographics. According to the Texas Academic Performance Reports (TAPR), CISD's current demographics show 43.3% White, 48.2% Hispanic, 3.8% African American, 0.2% Asian, and 4.5% other. CISD experienced significant increases in their Hispanic and ELL population and decreases in their Anglo and African-American population over the last ten years. These students and their parents have been identified to participate in Project CA$^2$N due their at-risk status and limited English proficiency. The demographics of the City of Cleburne changed drastically from showing 75.3% Anglo, 20.8% Hispanic, and 3.9% Black-American in 2013 to 50% White, 48% Hispanic and 2% Black American in 2015. The demographics of Project CA$^2$N's ACE Program meets the demographics of the grant. Designing of needs assessment: A-CAC designed the needs assessment process in three phases. Data was collected from CISD's Texas Academic Performance Report (TAPR) in the category of *All Subjects-STAAR Performance Phase-in Satisfactory*: 1). The focus was on the Academic Achievement gap for ELL, African-American, Hispanics and Economically disadvanged students compared to State/District Performance rates. Data shows English Language Learners (ELL)-45%, Hispanic-63%, Econ.Disadv-64% and AA-61% compared to State Performance at 77% and District Performance at 70%: The percent of students at postsecondary readiness showed ELL-8%, Econ. Disadv.-23%, Hispanics-21% , AA-22% compared to the State Performance at 41%; and District Performance at 31%; 2) A-CAC also analyzed the *Graduation Rate* for ELL students that showed 33% in four years compared to the *State Rate* at 88.3% and District Rate at 87.8% and students who failed the state assessment (STAAR/EOC). A-CAC reviewed the local community surveys and U.S. Census data on the City of Cleburne to analyze the community profile. *Parent and Community Engagement* showed limited access and limited programs involving parents and students' engagement, limited opportunities for student participation in character building activities. Program efficacy: The A-CAC determines the program efficacy in conjunction with the Project Director and Site Coordinators. Program efficacy is based on data collected weekly by the data clerk from all 4 centers to ensure alignment with goals and objectives of the program as well as requirements of the RFA. Need for process changes and updates: The campus site coordinators in conjunction with the project director will meet weekly to discuss program implementation, staffing, and day to day operations in order to determine if changes and updates need to be addressed. The Site Coordinators and the Project Director will work in collaboration with the A-CAC to address and make recommendations for any changes or updates. Program management and operations: A-CAC will meet monthly to review program data as it pertains to student performance, attendance, and enrollment as required by the RFA. The ACE Data Management Program will be used for data management. A-CAC will review parental involvement participation rate, and student participation rate in various enrichment and recreational activities as they pertain to the goals and objectives established for the program. Budget, staffing and program compliance of all expenditures will be reviewed on a monthly basis in order to address any updates or changes and to ensure that our program is on track based on established timeline. The Project Director and Site Coordinators will conduct the day to day operations for the program. The Project Director will meet weekly with Site Coordinators for professional development in a Professional Learning Community (PLC) format for discussing data from all program areas and sharing of information that will provide continual improvement in the implementation of the program. The Family Engagement Specialist will work on a part-time basis to provide social and emotional support and character education programs to our students in addition to providing parent training sessions. Method of program evaluation: Student performance data, parent surveys, attendance records, observations, progress reports, and community and business surveys will be used to track and monitor program success. Monitoring of program implementation will be on-going and all data will be analyzed through monthly and weekly data comparisons as deemed appropriate. An external evaluator will also evaluate the program. A-CAC will have data access with feedback responsibilities. Complete and accurate answers of all statutory requirements: All statutory requirements have been addressed in this application completely and accurately. Completeness and accuracy for all TEA requirements: All TEA requirements have been addressed in this application completely and accurately. Ongoing commitment description: A-CAC includes partnerships such as United Way and Cleburne ISD that have been in support of activities and programs at ECCC for over ten years and are even more committed with the possibilities of Project CA$^2$N's expansion. A-CAC has committed their time through monthly meetings, funding, and as committed volunteers to ensure a quality afterschool program for the purpose of offering hope and improvement in the livelihood of the students and parents in this community.

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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 #6—Program Budget Summary | | | | | |
|---|---|---|---|---|---|
| County-district number or vendor ID:   75-2286091 | | | Amendment # (for amendments only): NA | | |
| 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 | $564,000.00 | $28,200.00 | 592,200.00 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $407,500.00 | $0 | $407,500.00 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $200,000.00 | $0 | $200,000.00 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $20,000.00 | $0 | $20,000.00 |
| Schedule #11 | Capital Outlay (6600) | 6600 | $100,000.00 | $0 | $100,000.00 |
| | Consolidate Administrative Funds | | | **X**☐ Yes ☐ No | |
| Total direct costs: | | | $1,263,500.00 | $28,200.00 | $1,319,700.00 |
| Percentage% indirect costs (see note): | | | N/A | $0 | $0 |
| Grand total of budgeted costs (add all entries in each column): | | | **$1,263,500.00** | **$28,200.00** | **$1,319,700.00** |
| **Shared Services Arrangement** | | | | | |
| 6493 | Payments to member districts of shared services arrangements | | $0 | $0 | $0 |
| **Administrative Cost Calculation** | | | | | |
| Enter the total grant amount requested: | | | | | $1,319,700.00 |
| 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: | | | | | $65,985.00 |

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.

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

| Schedule #7—Payroll Costs (6100) | | | |
|---|---|---|---|
| County-district number or vendor ID: 75-2286091 | | Amendment # (for amendments only): NA | |
| **Employee Position Title** | **Estimated # of Positions 100% Grant Funded** | **Estimated # of Positions <100% Grant Funded** | **Grant Amount Budgeted** |
| **Academic/Instructional** | | | |
| 1  Teacher | 18 | | $360,000.00 |
| 2  Educational aide | | | $ |
| 3  Tutor | | | $ |
| **Program Management and Administration** | | | |
| 4  Project director (required) | 1 | | $50,000.00 |
| 5  Site coordinator (required) | 4 | | $100,000.00 |
| 6  Family engagement specialist (required) | 1 | | $25,000.00 |
| 7  Secretary/administrative assistant | | | $ |
| 8  Data entry clerk | | | $15,000.00 |
| 9  Grant accountant/bookkeeper | | | $ |
| 10  Evaluator/evaluation specialist | 1 | | $6,000.00 |
| **Auxiliary** | | | |
| 11  Counselor | | | $ |
| 12  Social worker | | | $ |
| **Education Service Center (to be completed by ESC only when ESC is the applicant)** | | | |
| 13  ESC specialist/consultant | | | $ |
| 14  ESC coordinator/manager/supervisor | | | $ |
| 15  ESC support staff | | | $ |
| 16  ESC other | | | $ |
| 17  ESC other | | | $ |
| 18  ESC other | | | $ |
| **Other Employee Positions** | | | |
| 19  Title | | | $ |
| 20  Title | | | $ |
| 21  Title | | | $ |
| 22 | | Subtotal employee costs: | $ |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | |
| 23  6112  Substitute pay (For public school teachers only) | | | $8,000.00 |
| 24  6119  Professional staff extra-duty pay | | | $ |
| 25  6121  Support staff extra-duty pay | | | $ |
| 26  6140  Employee benefits | | | $ |
| 27  61XX  Tuition remission (IHEs only) | | | $ |
| 28 | | Subtotal substitute, extra-duty, benefits costs | $ |
| 29 | **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):** | | $564,000.00 |

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:    75-2286091 | Amendment # (for amendments only): NA | |
| 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: | | $0 |
| **Professional and Contracted Services** | | |
| # | **Description of Service and Purpose** | **Grant Amount Budgeted** |
| 1 | Printing of Brochures, Programs, Handbooks for Project CA$^2$N, Center Enrollment Packages. Materials will be printed in both English and Spanish | $5,000.00 |
| 2 | Copier Lease Agreement to be used for additional printing at centers beyond the normal per day print load | $10,000.00 |
| 3 | Fee for temporary meeting room space for STEM Extravaganza and Storytelling | $2,500.00 |
| 4 | Tell It! Storyteller-Provide fine arts activities such as drama, dance, and poetry: Inclusive of Instructor and 3 staff members | $80,000.00 |
| 5 | Experiential Solutions: Provide recreational and enrichment activities for parent trainings, student mentoring, parent counseling, Family Engagement, character building club, conflict resolution, and anti-bullying | $100,000.00 |
| 6 | Educate Texas STEM Consultant-Provide project based learning (PBL) and STEM training for classroom teachers: Foundation of PBL, Math and Science w/Adv. PBL – Grades 1-11: Consultant and training materials | $25,000.00 |
| 7 | Hill Community College (College Entrance Exam Prep-TSI, ACT, SAT) 3 instructors Career Planning, College Information and Exploration with financial aid support | $10,000.00 |
| 8 | Culinary Art 101-Enrichment: Create passion for students and families to prepare healthy meals. Student and parents will prepare healthy snacks as an intern activity | 10,000.00 |
| 9 | Doc-Speaks-Dr. Adolph Brown III-Provide AVID College Readiness and Career Prep-Character-up-Training and Materials-Championship habits-Drugs and Alcohol Prevention | $30,000.00 |
| 10 | Bus Transportation: Transport students to and from centers for after-school program, summer program and on educational field trips. | $85,000.00 |
| 11 | All-The-Way and Then Some-Arthur Hawkins-Healthy Living-Health and Nutrition | $25,000.00 |
| 12 | Debate 101 Training- Enrichment activity to teach students how to speak and defend critical points and remain collective-Positive Behavior | $5,000.00 |
| 13 | Fee for temporary room rental for Fashion Show-Enrichment- Teach students how to dress for success with clothing made by the students | $10,000.00 |
| 14 | Household budgeting and Banking 101-Family and Parental Support Services | $5,000.00 |
| b. Subtotal of professional and contracted services: | | $397,500.00 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval:-Driver Education Training | | $10,000.00 |
| (Sum of lines a, b, and c) Grand total | | $407,500.00 |

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:    75-2286091 | Amendment number (for amendments only): NA | |
| **Expense Item Description** | | **Grant Amount Budgeted** |
| 6300 | Total supplies and materials that do not require specific approval: | $200,000.00 |
| | **Grand total:** | **$200,000.00** |

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:     75-2286091 | | Amendment number (for amendments only): NA |
| **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. | $5,000.00 |
| 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: Mandatory training workshops and meals for key grant personnel and mileage for campus to campus travel. Membership dues in civic organization-Rotary and Lions Club | $15,000.00 |
| | **Grand total:** | **$20,000.00** |

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

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

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| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|---|---|---|---|
| **Schedule #11—Capital Outlay (6600)** |
| \multicolumn{2}{l}{County-District Number or Vendor ID:    75-2286091} | \multicolumn{3}{l}{Amendment number (for amendments only): NA} |

| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|---|---|---|---|
| **6669—Library Books and Media (capitalized and controlled by library)** | | | | |
| 1 | | N/A | N/A | $0 |
| **66XX—Computing Devices, capitalized** | | | | |
| 2 | | | $ | $0 |
| 3 | | | $ | $0 |
| 4 | | | $ | $0 |
| 5 | | | $ | $0 |
| 6 | | | $ | $0 |
| 7 | | | $ | $0 |
| 8 | | | $ | $0 |
| 9 | | | $ | $0 |
| 10 | | | $ | $0 |
| 11 | | | $ | $0 |
| **66XX—Software, capitalized** | | | | |
| 12 | **Achieve 3000**: Reading Learning Site Licenses for **3 years.** Inclusive of all program components addressing ELL, Interventions, STEM, Literacy for parents, and content areas of adults. | | $ | $100,000.00 |
| 13 | | | $ | $0 |
| 14 | | | $ | $0 |
| 15 | | | $ | $0 |
| 16 | | | $ | $0 |
| 17 | | | $ | $0 |
| 18 | | | $ | $0 |
| **66XX—Equipment, furniture, or vehicles** | | | | |
| 19 | | | $ | $0 |
| 20 | | | $ | $0 |
| 21 | | | $ | $0 |
| 22 | | | $ | $0 |
| 23 | | | $ | $0 |
| 24 | | | $ | $0 |
| 25 | | | $ | $0 |
| 26 | | | $ | $0 |
| 27 | | | $ | $0 |
| 28 | | | $ | $0 |
| **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:** | **$100,000.00** |

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: 75-2286091 | Amendment # (for amendments only): NA |

**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: | | | 6,547 | |
|---|---|---|---|---|
| **Category** | **Number** | **Percentage** | **Category** | **Percentage** |
| African American | 249 | 3.8% | Attendance rate | 95.2% |
| Hispanic | 2,836 | 45.3% | Annual dropout rate (Gr 9-12) | 1.7% |
| White | 3,155 | 48.2% | Students taking the ACT and/or SAT | 53.3% |
| Asian | 14 | 0.2% | Average SAT score (number value, not a percentage) | 1408 |
| Economically disadvantaged | 4,350 | 66.4% | Average ACT score (number value, not a percentage) | 21.7 |
| Limited English proficient (LEP) | 1,250 | 19.1% | Students classified as "at risk" per Texas Education Code §29.081(d) | 57.4% |
| Disciplinary placements | 90 | 18.3% | | |

**Comments**

The percentage of children left in self-care situations in single parent homes is another important factor for understanding the population to be served by Project CA$^2$N's ACE Program. ECCC found that among children 5 to 14 years old, who were regularly in self-care situations, the average time spent in self-care was 7 hours per week. Forty-four percent of children 5 to 14 years old in self-care spent between 2 and 9 hours per week supervising themselves. Children 5 to 11 spent an average of 5 hours per week in self-care, and children 12 to 14 years old spent an average of 7 hours per week in self-care. The older group was more likely than the younger group to spend 10 or more hours per week in self-care (26 percent and 15 percent, respectively). This concern crossed all ethnic and socio-economic groups. The significant gap in the graduation rate of ELL students at 33% compared to other subgroup population at 80% or higher is another factor for understanding the population to be served in Project CA$^2$N's ACE Program.

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

| **Category** | **Number** | **Percentage** | **Category** | **Number** | **Percentage** |
|---|---|---|---|---|---|
| African American | 6 | 1.3% | No degree | 2.0 | 0.4% |
| Hispanic | 63.4 | 13.8% | Bachelor's degree | 388.5 | 84.7% |
| White | 381.5 | 83.1% | Master's degree | 65.4 | 14.2% |
| Asian | 0.0 | 0.0% | Doctorate | 3.0 | 0.7% |
| 1-5 years exp. | 130.5 | 28.4% | Avg. salary, 1-5 years exp. | 48,002.00 | N/A |
| 6-10 years exp. | 91.5 | 19.9 | Avg. salary, 6-10 years exp. | 49,448.00 | N/A |
| 11-20 years exp. | 108.3 | 23.6% | Avg. salary, 11-20 years exp. | 53,274.00 | N/A |
| Over 20 years exp. | 78.7 | 17.1% | Avg. salary, over 20 years exp. | 60,927.00 | N/A |

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

| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |
|---|---|

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Open-enrollment charter school | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public institution | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private nonprofit | 0 | 0 | 82 | 93 | 100 | 70 | 130 | 100 | 150 | 200 | 100 | 100 | 25 | 0 | 1150 |
| Private for-profit | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL: | 0 | 0 | 82 | 93 | 100 | 70 | 130 | 100 | 150 | 200 | 100 | 100 | 25 | 0 | 1150 |

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| Schedule #13—Needs Assessment | |
|---|---|
| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |

**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.

Phase I _Process for Objectively Assessing the Needs and Resources_: The ACE Community Advisory Committee (A-CAC) implemented a three-phase model process to conduct the needs assessment which meant exploring the "_what is_" through project mapping. A-CAC, under the leadership of the Executive Director of ECCC, prepared a management plan that included identifying data sources that would assist in establishing the criteria for the population of students to be served, identifying concerns, determining Project $CA^2N$'s measurable goals and objectives as they related to the ACE Blueprint and deciding on the preliminary priorities.

Phase II –_Prioritizing multiple needs:_ consisted of gathering and analyzing data from the selected data sources (Texas Academic Performance Report, US Census Bureau, and local community surveys) to determine the population of students and families to be served in the grant. A-CAC analyzed the following data from the various data sources to prioritize high needs: 1) familes and school age children who attended Cleburne Independent School District (CISD) in grades 1-11 who failed two or more core subject areas, failed the state assessment (STAAR/EOC), 2) retained in one or more grade levels, 3) low school attendance, 4) dropouts, 5) students who were in a self-care situations, 6) Academic Achievement Gap for ELL, African-American, Hispanics and Economically disadvanged students compared to state/district performance rates. The data showed English Language Learners (ELL)-45%, Hispanic-63%, Econ.Disadv-64% and AA-61% compared to state performance at 77% and district performance at 70%. 7) First generation college goers who are English Language Learners (ELL), Econ. Disadv, Hispanics, and African-American performed below the state and the district on the postsecondary readiness indicator and the data showed ELL-8%, Econ. Disadv.-23%, Hispanics-21%, AA-22% compared to the state performance at 41%; and district performance at 31%, 8) Graduation Rate for ELL students showed 33% in four years compared to the _state rate_ at 88.3% and district rate at 87.8%, 9) Local community survey of analyzed data showed limited access and limited programs involving parents and students engaging in learning activities that focuses on character development.

Phase III _Process for aligning proposed activities to needs of students and families_ consisted of prioritizing students' needs and family needs, identifying programs, activities, and resources that would address the needs once prioritized and making selections that aligned with Project $CA^2N$ and the ACE Blueprint goals and objectives (improve academic performance, improve school day attendance, improve positive behavior, increase grade promotion rate, and increase graduation rate). In this phase, a plan was developed for grant implementation of the following selected needs as determined by the A-CAC committee:

- Address the academic achievement gap for ELL, African-American, Hispanics and Economically disadvanged students,
- Address first generation college goers who are English Language Learners (ELL), Econ. Disadv, Hispanics and African-American who performed below the state and the district on postsecondary readiness indicator,
- Address limited access and limited programs involving parents and students engaging in learning activities that builds character,
- Address students in self-care situations from single family homes, and
- Address graduation rate for English Language Learners (ELL) students.

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| Schedule #13—Needs Assessment (cont.) | |
| --- | --- |
| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |

**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. | Academic achievement gap for ELL, African-American, Hispanics and Economically disadvanged students based on STAAR results 2015 | Individual academic plans will be created by teachers using MAPS for each student. Teachers would work with students in small groups and differentiate instructions based on each student's ability levels. Intervention through Achieve 3000 and i-station which are computer-based software programs that have intervention components to assist students and reinforce reading math, and writing skills. Regular scheduled assessments would occur to monitor progress weekly. |
| 2. | Low percentage of first generation college goers who are English Language Learners (ELL), Econ. Disadv, Hispanics , and African-American that performed below the state and the district on postsecondary readiness indicator based on STAAR results 2015 | Southwestern Adventist University instructors would provide tutorials on pre-college entrance exams such as Texas State Imitative assessment (TSI), SAT, and ACT prep classes. Achieve 3000' STEM component would be utilized along with a summer bridge program which will assist students in developing critical thinking and problem solving skills through real-life applications that are project based (PBL) PBL is a proven strategy for success with minority students (America After 3 P.M., 2014). |
| 3. | Limited access and limited programs involving parents and students engaging in learning activities that builds character based on local community survey in spring of 2105 | Project CA$^2$N will implement Character Clubs in all four centers through the Experiential Solutions Program that allows for relationship building between parents and students, students and peers and students with other adults. Strategies such as conflict resolution, student mentoring strategies will be implemented. Parents/students would participate in the Character-up Program Championship Habits book readings for role playing. |
| 4. | The number of hours students are in self-care situations from single family homes spend in an unsupervised environment per day based on local community survey in spring of 2015 and US Census Bureau 2011. | Project CA$^2$N will provide after school free transportation for all students in self-care situations that are unsupervised. To motivate and attract students to be at the centers, all 4 centers will offer enrichment activities such as debate, fashion shows organized and planned by students, cooking classes, storytelling, drama and dance, for parents and students to participate on a daily basis. "All the Way and Then Some" will offer healthy living ideas and fitness. |
| 5. | Graduation rate for English Language Learners (ELL) students based on STAAR results 2015 | Mentors will be assigned to each ELL student who participate in the Project CA$^2$N Program. Mentors will review and monitor 4 year graduation plans, weekly grades, and ensure that these students will graduate with a technical certificate or 30 college credit hours or more. Mentors will work with parents of these students and provide tutorials based on pre and post assessment data. The ELL component of Achieve 3000 will be implemented. |

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## Schedule #14—Management Plan

| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |
|---|---|

**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 | Desire to have a bachelor's degree and/or 5 or more years working in a top management or administrative position in a community center, strong leadership and communication skills, data analyses skills, Excel, PPT and great people skills, working with community partners |
| 2. | Site Coordinator(s) | Hold a bachelor's degree in Education or related field. Strong communication and public relationship skills, data management skills, computer skills, experience working with at-risk learners |
| 3. | Family Engagement Specialist | Social work or counseling experience with a bachelor's degree or associate degree in social services, casework experience preferred, great moral character, strong communicator, people person, passion for familes in need |
| 4. | Evaluator | Prior experience in grant evaluations, strong data skills, knows Excel, can generate charts, graphs, prefer bachelors or master's degree or course work in research and program evaluation |
| 5. | NA | NA |

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

| # | Objective | | Milestone | Begin Activity | End Activity |
|---|---|---|---|---|---|
| 1. | By 08/2017, 70% of all selected subgroups will close the achieve gap in all subjects | 1. | Conduct pre-skill assessment benchmark test | 09/06/2016 | 07/31/2017 |
| | | 2. | Create individual academic plan based on results | 09/06/2016 | 07/31/2017 |
| | | 3. | Implement Achieve 3000 intervention program | 09/06/2016 | 07/31/2017 |
| | | 4. | Group students for differentiated instruction | 09/06/2016 | 07/31/2017 |
| | | 5. | Summative/formative assessment administered | 09/06/2016 | 07/31/2017 |
| 2. | By 08/2017, 70% of all selected subgroups will improve postsec. scores by 10% | 1. | College Instructors will start exam tutorials | 09/06/2016 | 07/31/2017 |
| | | 2. | Implement STEM and Project Based Learning | 09/06/2016 | 07/31/2017 |
| | | 3. | Implement Achieve 3000 ELL Component | 09/06/2016 | 07/312017 |
| | | 4. | Begin weekly skill assessments and report data | 09/06/2016 | 07/31/2017 |
| | | 5. | Summative/ formative assessment administered | 09/06/2016 | 07/31/2017 |
| 3. | By 08/2017, 95% of parents/students will participate in activities to build character | 1. | Implement Character Clubs at all four centers | 09/06/2016 | 07/31/2017 |
| | | 2. | Assign all students to mentor groups | 09/06/2016 | 07/31/2017 |
| | | 3. | Implement Doc.Talk Book Club with Dr. Brown | 09/06/2016 | 07/31/2017 |
| | | 4. | Implement Character-Up Program-Exp. Solutions | 09/06/2016 | 07/31/2017 |
| | | 5. | Summative/Formative Programs Evaluation | 09/06/2016 | 07/31/2017 |
| 4. | By 08/2017, Decrease from 7 hrs. to 1 hr. in student self-care unsupervised | 1. | Start free transportation for all students | 09/06/2016 | 07/31/2017 |
| | | 2. | Start Debate Clubs and competition meets | 09/06/2016 | 07/31/2017 |
| | | 3. | Start Storytelling Club with "Tell-IT" Program | 09/06/2016 | 07/31/2017 |
| | | 4. | Start Culinary Cooking Club | 09/06/2016 | 07/31/2017 |
| | | 5. | Conduct Mid-Year Program Survey | 09/06/2016 | 07/31/2017 |
| 5. | By 08/2017, 70 % of ELL students will increase graduation rate by 10%. | 1. | Assign mentors to ELL students individually | 09/06/2016 | 07/31/2017 |
| | | 2. | Review graduation 4 year plans for ELL students | 09/06/2016 | 07/31/2017 |
| | | 3. | Implement Achieve 3000 ELL graduation lessons | 09/06/2016 | 07/31/2017 |
| | | 4. | Review career path/endorsement for ELL students | 09/06/2016 | 07/31/2017 |
| | | 5. | Conduct weekly/monthly/grade checks for ELL | 09/06/2016 | 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.**

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| Schedule #14—Management Plan (cont.) | |
|---|---|
| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |

**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.

Process and procedures currently in place for monitoring goal and objective attainment: A-CAC meets monthly to review program data as it pertains to student performance, attendance staffing, and enrollment. The organization currently uses a local Data Management Program that tracks data for current programs being implemented at the Community Center. A-CAC reviews parental involvement participation rate, and student participation rate in various enrichment and recreational activities as they pertain to the goals and objectives established for the program. Budget, staffing and program compliance of all expenditures are reviewed on a monthly basis in order to address any updates or changes and to ensure that the program is on track based on an established timeline and annual activity calendar. The Executive Director meets weekly with after school staff members for professional development in a Professional Learning Community (PLC) format for discussing data from all program areas and sharing of information that will provide continual improvement in the implementation of the program. United Way provide volunteers to provide social and emotional support to our program participants in addition to providing parent training sessions: How plans for attaining goals are adjusted: The Executive Director currently meets weekly with after school staff and teachers from CISD who are currently working in Project CA$^2$N to conduct and review the day to day operations of the existing programs for any possible changes or adjustments. Decisions for change and adjustments are also made based on community surveys and program data. A-CAC meets monthly to discuss program implementation, staffing, and day to day operations in order to determine if changes and updates need to be addressed. Communication of changes: The Executive Director works in collaboration with A-CAC to address and make recommendations for any changes or updates. Communication of updates and changes occur in a written letter to program participants and meeting minutes are posted and shared with all staff members. The Executive Director schedules followed-up staff meeting for further clarification. Changes will be adjusted in written strategic plans and campus improvement plans was approved by A-CAC.

**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.

Existing efforts already in place: Project CA$^2$N was already in place but operating on a smaller scale by only providing tutorials for CISD students in grades 3-5. Based on the comprehensive needs assessment data, much more is needed. How efforts will be coordinated for maximization of grant funds for sustainability: ACE Committee Advisory Committee (A-CAC) has adopted the 3R's: review, refine, and renew as a continual monitoring process for the center's programs. A-CAC members will review what has worked, what needs modification, what needs expansion, what budgetary issues have surfaced, and what the findings from early evaluation data indicates? A-CAC will work on refining goals (with staff and stakeholders), objectives, the program design, and the research design. A-CAC presently performs a continual review of quarterly program performance reports to assess the project now in order to be able to compare to what it was three months ago or two years ago. This allows A-CAC and partners to make informed decisions on any changes or adaptations that may need to be made to meet goals and objectives. A-CAC will use program data reviews to determine if the targeted audience in this grant needs to be adjusted. A-CAC will determine if all activities listed in this grant need to be sustained and keep the ones that are helping to achieve the established goals and objectives. A-CAC will review staffing needs annually to determine a reduction or increase. Build long-term support and commitment from partners over time: A-CAC will always make current and potential partners aware of sustainability planning activities. Whether it takes place in a formal meeting setting or in written form, information will be disseminated to future potential business and community partners. Face-to-face meetings will occur asking for support and or in-kind contributions with potential future partners. A-CAC will ensure that funds from existing partnerships such as United Way and Cleburne ISD funds in Title I, II, and III and CTE funds will be in place to continue the after school program. A-CAC will continue to locate and encourage organizations and interest groups that benefit from this project's activities or interest in the target groups being served in Project CA$^2$N. A-CAC will also look at diversifying funding. This will allow time to locate financial resources to keep Project CA$^2$N back to its previous level without losing a presence in the community. A-CAC realizes that what the program looks like with the grant funds may not look that way in the sustainability mode.

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| Schedule #15—Project Evaluation | |
|---|---|
| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |

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

| # | Evaluation Method/Process | | Associated Indicator of Accomplishment |
|---|---|---|---|
| 1. | Quantitative Method-Project Dir. will meet weekly with Coords and A-CAC for data reviews | 1. | Student wkly assessments reports showing 70% met standard |
| | | 2. | Student attendance reports showing 10% increase |
| | | 3. | Program data reports on student performance-70% met standard |
| 2. | Qualitative Method-Project Dir. and members of ACE will hold family interviews/surveys | 1. | Character Club reports 95% participation rate |
| | | 2. | Conflict resolution, mentoring program data reports 95% participation |
| | | 3. | Enrichment Activity rubrics and surveys results 95% participation |
| 3. | Quantitative Method: - Proj. Dir., coords, with A-CAC analyze postsecondary benchmark data | 1. | Student questionnaire feedback on community college prep. 90% |
| | | 2. | Achieve 3000 student report on STEM and College Readiness 10% |
| | | 3. | Likert Scale report on Indiv. Grad. Plans and IEP Plans 70% completion |
| 4. | Quantitative Method-Proj. Dir. Coords, and A-CAC will review and graduation rates for ELL | 1. | ELL students' weekly assessment results 70% show increase |
| | | 2. | Texas Academic Performance Review Report (TAPR) 70% show increase |
| | | 3. | ELL students transcript review, progress reports, and report cards 10% |
| 5. | Quantitative Method- A-CAC will review and discuss project results monthly. | 1. | Budget Tracking Reports –current and accurate |
| | | 2. | Evaluator Reports-(Data charts etc.)current and comprehensive 3 reports |
| | | 3. | Project CA$^2$N website hits and reviews |

**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.

Process for collecting data: **Qualitative data** will be collected from interviews with students/parents to determine the effectiveness of the four components and the goals established for Project CA$^2$N based on the comprehensive needs assessment. Informal walk-throughs and teacher observations will be conducted. Lesson plan analyses and unit planning worksheets will have data collection by site coordinators, summative and formative evaluations will be conducted for staff development. *BUILD* will be utilized for collecting data through surveys from students. The data collecting components of BUILD are: *Youth Profile* which tracks both students' positive and negative behaviors, such as improved grades, *Youth Life Plan Self-Assessment and Reflection* ask students to evaluate their progress in the program, *Health Assessment* collects students' height and weight, diet, and exercise habits, and *Mutual Accountability Plan* (MAP) will be used for collecting data from students on their development of short- and long-term goals, identify the steps necessary to reach each goal, and monitor each benchmark that is reached. **Quantitative data** will be collected from weekly assessments. Small monitoring groups will be set up in Eduphoria such as ELL to track their performance on weekly assessment. Community and Business surveys will be developed and uploaded in Survey Monkey to collect data on enrichment activities. Site Coordinators will collect and review in-school and afterschool attendance data throughout the year. Program-level data will be downloaded from Achieve 3000 weekly from various program components to determine the number of log-ins for student participation and measure student performance. Data reports from program evaluator will be analyzed for program effectiveness. How findings will be used: ACE Committee Advisory Committee (A-CAC) has adopted the 3R's: review, refine, and renew as a continual monitoring process for the center's programs. A-CAC members will review what has worked, what needs modification, what needs expansion, what budgetary issues have surfaced, and what the findings from early evaluation data indicates? A-CAC will work on refining goals, objectives, program design, and research design. A-CAC presently performs a continual review of quarterly program performance reports to assess the project in order to be able to compare to what it was two years ago. This allows A-CAC to make informed decisions on any changes or adaptations that may need to be made to meet goals and objectives. A-CAC uses program data reviews to determine if the targeted audience in this grant needs to be adjusted. A-CAC determines if all activities listed in this grant need to be sustained and keep the ones that are helping to achieve the established goals and objectives. Public availability: A-CAC will create web links and newsletters.

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| Schedule #16—Responses to Statutory Requirements | |
|---|---|
| County-district number or vendor ID:  75-2286091 | Amendment # (for amendments only): NA |

**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.

Description of funded activities and nature of activities- All four centers for grades 1-11 will include academic assistance through small classes, tutorials, computer based programs and classroom teachers using the five components of Common Instructional Framework with every lesson and activity. The college and workforce readiness activities will be addressed in *Collaborative Work Groups* with STEM/PBL as the curriculum. Students will participate in robotic clubs, engineering projects, and students will learn how to conduct research. Through *Write to Learn* students at all grade levels will develop critical thinking skills such as observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making by writing every day to increase their fluency and mastery of written conventions. Student writings will develop into mini-books to be published at the end of the school year. Business partners who are a part of A-CAC will serve as mentors to student *Collaborative Work Groups* on STEM projects. Teachers will use *Scaffolding* as a teaching strategy to connect prior knowledge to new knowledge. *Questioning* strategies with enrichment activities such as debate will give students the opportunity to investigate, and analyze their thinking as well as their peer's thinking. *Classroom Talk* will encourage academic language and encourage students to use their language in the classroom. *Literacy Groups* will be a part of the storytelling enrichment activities to raise engagement with texts by creating a structure which students actively probe meaning and express the meaning through drama, acting, and storytelling. A Storytelling and STEM Extravaganza will occur once per year as the grand finale to show case student's projects and storytelling skills using their mini-books authored by them to increase attendance and participation. Parental involvement activities such as, conflict resolution, cooking classes, healthy living and physical fitness will occur three times per week to encourage family participation and attendance. Students and parents at each center will create a garment, hat, etc. to model in the annual fashion show to allow parents and students to learn together using all of the critical thinking skills. ESL, ABE, and GED will be offered through CISD's Agreement through Hill College. Parent training and character building clubs will be held at all four centers. Six weeks summer school will be provided offering driver's ed., art, dance, and drama as enrichment activities. Safety: CISD buses will transport students from center to center and center to home and all educational field trips. The centers' space is adequate and safe.

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

The community will be made aware of Project CA2N's new expanded program in English and Spanish based on the following media and written communication:
- CISD's campuses and district website
- East Cleburne Community Center's website
- Flyers and brochures sent home in Spanish and English
- Automated call-outs
- Mail-outs
- Flyers posted in grocery stores
- Announcements made in local churches
- School registration
- Board meetings
- Facebook
- Twitter
- Instagram
- Campus marquees
- Newspaper
- Local radio station
- Local businesses

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
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| County-district number or vendor ID: 75-2286091 | Amendment # (for amendments only): NA |

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

The *Common Instructional Frame Work* (collaborative work groups, writing to learn, scaffolding, questioning, classroom talk, and literacy groups) is embedded into Project $CA^2N$'s activities and initiatives such as STEM, project based learning, character development, differentiated instructions, and computer-based instructions. These activities and initiatives build critical thinking skills such as observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making which are needed skills for college readiness. Parents of children from low-income familes express strong support for afterschool programs that offer STEM and 57% of low-income parents agree that afterschool programs should provide opportunities to explore and engage in hands-on STEM learning (America After 3PM, 2014). Writing daily, storytelling, drama, and role-playing increases fluency and mastery of written conventions and language. The summer school program allows for enrichment activities that allow for parental involvement in their child/children learning and activities such as conflict resolution, parental counseling, finance 101, and debate decreases the amount of time the population identified to be served in this program from being home alone in an unsupervised environment. The organizational structure of A-CAC which consist of the ECCC Board, Cleburne ISD's superintendent and administrative staff, local teachers, instructors from Southwestern Adventist University, and parent/business stakeholders ensures the overall success of students in Project $CA^2N$ and their operational procedures that allowed for vertical and horizontal collaboration for developing a multi-year strategic plan that ensures alignment with CISD's District and Campus Improvement plans and four year graduation plans ensures for student success. The multi-year strategic plan in itself ensures student success by being reflective of the four components of the ACE Blueprint. Activities and strategies selected for the program align with the goals and objectives developed from conducting the comprehensive needs assessment. The format of the strategic plan allows for A-CAC, Program Director and Site Coordinators to conduct monthly data reviews and monitoring of activities to ensure program effectiveness and student success. The strategic plan format has a tracking scale to rate activities as initiating, implementing, or exemplar which allows for immediate intervention for change and adjustments based on scoring if academic achievement is not occurring.

**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.

**Coordinated Fund Sources Table**

| Activity | Funding Source | Purpose |
|---|---|---|
| College Readiness and Career Awareness -Hill College/Southwestern Adventist University | CTE Funds (Federal) 5,000.00 | Dual Credit, TSI Testing, & ACT/SAT Prep |
| STAAR Tutorials and materials | Title I (Federal)-10,000.00 | Address academic achievement gap for subgroups and graduation rate |
| Parental involvement/Enrichment | Title I (Federal) 16,000.00 | Parents and student build learning relations in a safe environment |
| Classroom Weekly and Monthly Assessments | Local Funds (State) 5000.00 | Provide weekly and monthly assessments |
| Social Services for Families | United Way (% of Annual Contribution) 20,000.00 | Home visits and family literacy |

Explanation of most effective use of resources: By coordinating funds with partners, A-CAC can avoid duplication of work and efforts to address Project $CA^2N$'s goals and objective and allow other areas of need to be addressed. Coordinating funds will reduce overlap and eliminate redundancies between Project $CA^2N$ funding entities. Coordination will also create shared, community level measurement of activities and outcomes and maximize the effectiveness of funds invested in targeted critical areas of needs for the population served in this grant and reduce the struggle to meet basic needs of families.

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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.

1) <u>How proposed activities are based on an objective set of measures to Increase high-quality academic enrichment opportunities:</u> The ACE Community Advisory Committee (A-CAC) implemented a three-phase model process to conduct a comprehensive needs assessment in order to priorities program needs based on data collected from various data bases such as CISD's Texas Academic Performance Report (TAPR), US Census Bureau, and local community surveys. Phase III of the comprehensive needs assessment process consisted of prioritizing students' needs and family needs, identifying programs, activities, and resources that would address the needs once prioritized and making activity selections that aligned with Project CA$^2$N and the ACE Blueprint's goals and objectives. In this phase a plan was developed for implementation of the following selected needs:

- Address the academic achievement gap for ELL, African-American, Hispanics and Economically disadvanged students,
- Address first generation college goers who are English Language Learners (ELL), Econ. Disadv, Hispanics , and African-American who performed below the state and the district on postsecondary readiness indicator,
- Address limited access and limited programs involving parents and students engaging in learning activities that builds character,
- Address students in self-care situations from single family homes
- Address graduation rate for English Language Learners (ELL) students that is below the state and the district.

The five objectives (listed on schedule 14, pg. 21 of this grant), were developed from the five identified priority needs. Researched based activities were developed based on the program's goals and objectives and *Critical Success Factor Performance Indicators'* that linked to the *Four Component Activity Guide*. Some examples of the program activities are: 1) STEM and Project Based Learning (PBL), storytelling, individual education plans, family literacy enrichment programs such as financial management, healthy living and physical fitness, conflict resolution, debate, and character building. <u>References to evidence-based research that supports the design of the program or activity:</u> Recent attention has been brought to light in the United States regarding low numbers of students pursing STEM (Science, Technology, Engineering and Math) disciplines and degree programs (National Science Board, 2010). By capturing students' interest in STEM content at an earlier age, a proactive approach can ensure that students are on track through middle and high school to complete the needed coursework for adequate preparation to enter STEM degree programs at institutions of higher learning. As a result, programs focusing on STEM initiatives and content are a growing priority. STEM and PBL serve as excellent vehicles to support social-emotional learning and 21$^{st}$ century skills in afterschool programs (America After 3 P.M., 2014). <u>A summary of the plan to collect local data for continuous assessment and local program evaluation.</u> A-CAC has adopted the 3R's: review, refine, and renew as a continual monitoring process for the center's programs. A-CAC members will review what has worked, what needs modification, what needs expansion, what budgetary issues have surfaced, and what the findings from early evaluation data indicates? A-CAC will work on refining goals, objectives, program design, and research design. A-CAC presently performs a continual review of quarterly program performance reports to assess the project in order to be able to compare to what it was two years ago. This allows A-CAC to make informed decisions on any changes or adaptations that may need to be made to meet goals and objectives. A-CAC uses program data reviews to determine if the targeted audience in this grant needs to be adjusted. A-CAC determines if all activities listed in this grant need to be sustained and keep the ones that are helping to achieve the established goals and objectives. The multi-year strategic plan in itself ensures student success by being reflective of the four components of the ACE Blueprint. Activities and strategies selected for the program align with the goals and objectives developed from conducting the comprehensive needs assessment. The format of the strategic plan allows for A-CAC's, Program Director and Site Coordinators to conduct monthly data reviews and monitoring of activities to ensure program effectiveness and student success. The strategic plan format has a tracking scale embedded to rate activities as initiating, implementing, or exemplar, which allows for immediate intervention for change and adjustments based on scoring if academic achievement is not occurring.

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

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

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

Project CA²N's (Cleburne Academic Achievement Now) ACE Program has the following partners supporting the after school program with a renewed commitment with the possibility of expansion of the program. The partners are: Cleburne ISD, Southwestern Adventist University, Texas Workforce Commission, Tarrant County Area Foodbank, Texas Agricultural Extension Service, and United Way of Johnson County

| Partners | Documents || Four Components ||||
|---|---|---|---|---|---|---|
| | Letter of Agreement | Letter of Support | Academic Assistance | Enrichment | Family and Parental Support | College and Workforce Readiness |
| Cleburne ISD | X | X | X | X | X | X |
| Southwestern Adventist University | X | | X | | | X |
| Texas Workforce | X | | | | X | X |
| Tarrant County Food Bank | X | | | | X | |
| Tex.Agricultural | X | | | X | X | X |
| United Way | X | | X | X | X | X |

Cleburne ISD will provide facilities for three of the centers, buses for transportation, access to all facilities (science labs, cafeteria, gym, athletics, etc.), computer labs, and existing academic programs and materials, counseling staff, TSI, ACT, and SAT Prep through their agreement with Hill College).Texas Workforce will provide job shadowing, mentors, and internships that would allow for students to have real-life experiences with mentors assigned to encourage them to practice positive behavior. Texas Workforce will also provide parent trainings for job interviews an how to fill out job applications. Tarrant County Food Bank will provide commodities to families. Texas Agricultural Extension Services will offer healthy living training sessions to teach families the importance of making healthy food choices. Texas Agricultural Extension Services will also provide training on the importance of obesity prevention, money management, career and special technical training, Expanded food and nutrition education training, alcohol and drug prevention training and "Welcome to the Real World Financial Training" for students. United Way will provide social services for families and full-time College and Career Readiness Coaches to help students learn about career options and how to apply for college admission, scholarships and financial aid. United Way will provide one-on-one mentoring to the most at-risk students.

| 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.

Summary of available resources: A
The following needs were prioritized for each of the four learning centers:
- Address the academic achievement gap for ELL, African-American, Hispanics and Economically disadvanged students,
- Address first generation college goers who are English Language Learners (ELL), Econ. Disadv, Hispanics , and African-American who performed below the state and the district on postsecondary readiness indicator,
- Address limited access and limited programs involving parents and students engaging in learning activities that builds character,
- Address students in self-care situations from single family homes, and
- Address graduation rate for English Language Learners (ELL) students.

Below are the objectives developed from the prioritized needs:
- By 08/2017, 70% of all selected subgroups will close the achieve gap in all subjects
- By 08/2017, 70% of all selected subgroups will improve postsec. scores by 10%
- By 08/2017, 95% of parents/students will participate in activities to build character
- By 08/2017, Decrease from 7 hrs. to 1 hr. in student self-care unsupervised
- By 08/2017, 70 % of ELL students will increase graduation rate by 10%.

Available resources to meet these needs are:
- Staff for all four centers
- Computer labs for all four centers
- Classrooms for all 18 teachers and classrooms
- College/University professors to address college readiness
- Buses for transportation from centers to home
- Community partners to provide enrichment activities
- Library access
- Access to facilities on college campuses
- Commodities for families
- Campus counselors
- Access to all facilities on district campuses
- Access to computer software not listed in the grant
- District staff trainings not listed in this grant
- Partnership services that address the Blueprint's four components

How program will address identified needs: Project CA$^2$N's ACE Program will address the five prioritized needs through *Academic Assistance* services and activities such as (STEM, Project Based Learning), *Enrichment Services* and activities such as (character education, art, conflict resolution, cooking classes, debate clubs, driver's education, fitness, and family counseling), *Family and Parental Support* services and activities such as (adult education, college awareness, connecting families with community resources, employment fairs, family literacy programs, financial education, health and nutrition, and household budgeting), and *College and Workforce Readiness* services and activities such as (tutorials on college entrance exams such as TSI, SAT, and ACT, career field trips, career counseling, mentoring, and college course enrollment.

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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.

All classroom lessons will occur in a *Common Instructional Framework* (collaborative work groups, writing to learn, scaffolding, questioning, classroom talk, and literacy group) on a daily basis. The implementation of the six *Common Instructional Framework* strategies is innovative because it provides a common language across all four centers and demonstrates to students a shared vision of the expectations. The *Common Instructional Framework's* six components address skills required for college readiness in terms of the $21^{st}$ century workforce skill requirements and provides positive youth development explorations (Jobs For the Future 2003). The six components are also a good fit for enrichment activities in particularly, *writing to learn* and *literacy group* which allows for parental involvement in the reading and writing activities for their children (Montgomery, K., Darling-Hammond, L., Campbell, C. (2011). Through *STEM and Project Based Learning* (PBL) students will explore engineering at all four centers in robotic clubs and participate in summer bridge programs and critical thinking and problem solving skills through real-life applications. The following data from Project CA2N's program evaluation and the local community survey show the following data using the Common Instructional Framework with the original 65 students in grades 3-5.

This data show a consistent increase in the tested areas over a five year period

| Tests | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|---|---|---|---|---|
| Reading/ELA | 61% | 67% | 70% | 75% | 79% |
| Math | 51% | 55% | 65% | 67% | 71% |
| Science | 49% | 59% | 68% | 73% | 77% |
| Social Studies | 78% | 80% | 81% | 86% | 89% |

Data shown from Local Community Survey

| # of Students not in Program 5-14 yrs. Old (K-8 Grades) | Hours Left in Self-Care | # of Students in Participating in Program Grades 3-5 | Hours Left in Self-Care |
|---|---|---|---|
| 680 | 7 hours | 65 | 3 hours |

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director and Site Coordinators will solicit and recruit volunteers through public awareness presentations about the program. Media such as the center's websites newsletters, newspapers, radio ads, and Facebook will be utilized. Announcements will be made to local churches, retired teacher organizations, and senior citizens centers will be a venue for soliciting volunteers. All volunteers would be required to participate in a 3 day training session about Project $CA^2N$'s ACE Program's, policies, and procedures. All volunteers will be required to have a background check completed prior to volunteering in the program.

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

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

The sustainability plan for Project CA²N ACE's Program is being implemented with the existing Project CA²N Program. ACE Committee Advisory Committee (A-CAC) has adopted the 3R's: review, refine, and renew as a continual monitoring process for the center's programs and will continue this process with the expanded program. A-CAC members will review what has worked, what needs modification, what needs expansion, what budgetary issues have surfaced, and what the findings from early evaluation data indicates? A-CAC will work on refining goals (with staff and stakeholders), objectives, the program design, and the research design. A-CAC presently performs a continual review of quarterly program performance reports to assess the project now in order to be able to compare to what it was three months ago or two years ago. This allows A-CAC and partners to make informed decisions on any changes or adaptations that may need to be made to meet goals and objectives. A-CAC will use program data reviews to determine if the targeted audience in this grant needs to be adjusted. A-CAC will determine if all activities listed in this grant need to be sustained and keep the ones that are helping to achieve the established goals and objectives. A-CAC will review staffing needs annually to determine a reduction or increase. A-CAC will always make current and potential partners aware of sustainability planning activities. Whether it takes place in a formal meeting setting or in written form, information will be disseminated to future potential business and community partners. Face-to-face meetings will occur asking for support and or in-kind contributions with potential future partners. A-CAC will ensure that funds from existing partnerships such as United Way and Cleburne ISD funds in Title I, II, and III and CTE funds will be in place to continue the after school program. A-CAC will continue to locate and encourage organizations and interest groups that benefit from this project's activities or interest in the target groups being served in Project CA²N. A-CAC will also look at diversifying funding. This will allow time to locate financial resources to keep Project CA²N back to its previous level without losing a presence in the community. East Cleburne Community Center holds an annual benefit/auction in collaboration with all of its existing partners (Cleburne ISD, United Way, Texas Workforce Commission, KCLE radio, Tarrant County Area Foodbank and Texas Agricultural Extension Services) to raise funds for the afterschool program and student scholarships. Below are other grants types that will be sought out to support the program:

- Entitlement programs: National School Lunch Program or the Child and Adult Care Food Program both can be used to provide snacks to eligible children in afterschool programs.
- Block or formula grant programs: Child Care and Development Fund, Temporary Assistance to Needy Families, Title I, and the Community Development Block Grant.
- Discretionary programs: Federal funds for Cultural Partnerships for At-Risk Children and Youth, Mentoring Program, Safe Schools/Healthy Students, and TRIO.

A-CAC will keep abreast of the latest policy news related to afterschool by logging on to the Afterschool Alliance's policy web page at http://www.afterschoolalliance.org/policy_news.cfm for current funding availability.

| Project CA2N's ACE Program's Timeline for Sustainability | |
|---|---|
| Year | Planning Activities and Strategies |
| 2016-2017 | Continue the 3 R Process, Conduct face-to-face meetings with potential new partners monthly; collect and review data for change and adjustment from year one program implementation |
| 2017-2018 | Continue the 3 R Process; Plan for additional program annual gala's and benefit auctions twice per year; Continue to collect data on year two program progress of review, changes and adjustments |
| 2018-2019 | Continue the 3 R Process; Continue collecting data on year three; Continue solicitation of new partners |
| 2019-2020 | Continue the 3 R Process; Continue data collection on year four; Continue solicitation of new partners |
| 2020-2021 | Continue the 3 R Process; Pursue other grants, Continue data collection on year five based on budget, staffing, and program needs. Solicitation of new partners |

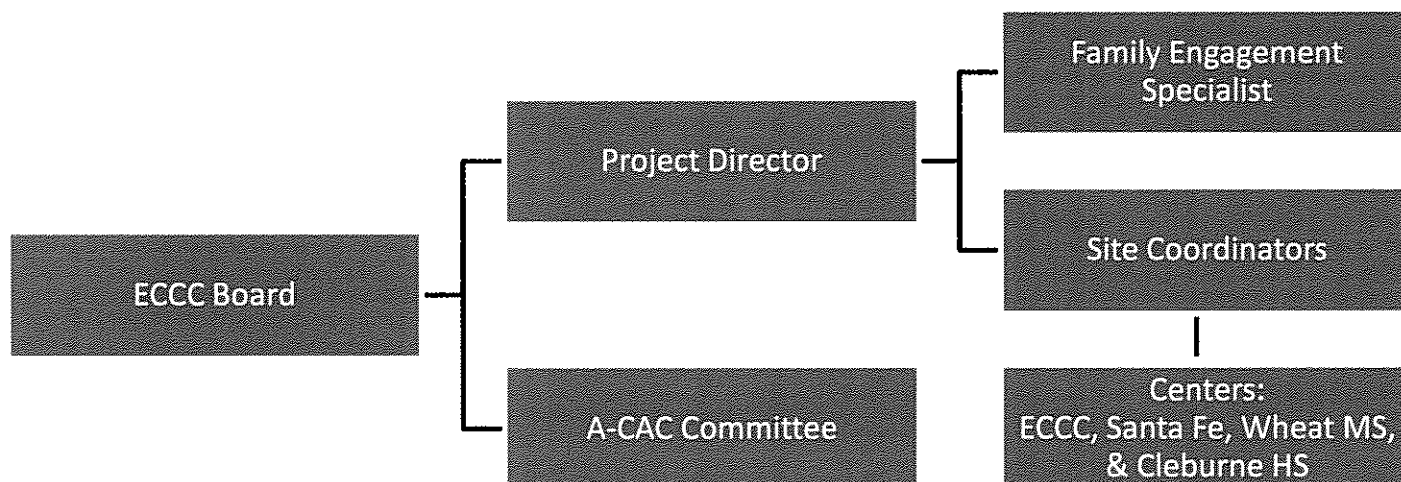| For TEA Use Only | |
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| County-district number or vendor ID:  75-2286091 | Amendment # (for amendments only): NA |

**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.

Description of plans for continuous feedback and involvement from community stakeholders: The multi-year strategic plan developed by ACE Community Advisory Committee (A-CAC) includes seeking feedback and involvement from community stakeholders with the use of surveys, questionnaires, and face-to-face interviews with community stakeholders. A-CAC will hold regular scheduled meetings to discuss programs and activities taking place in the Project CA$^2$N Program. The Project Director, Site Coordinators, and some A-CAC members will participate in local civic organizations such as the Chamber of Commerce, Kiwanis, Lions Club, Men on a Mission, Rotary, and graduate chapters of fraternity and sorority organizations. Presentations will occur at various local churches as well as civic organizations to share the successes and needs of the program. A-CAC will conduct monthly meetings to share ideas and make suggestions for critiquing any aspect of the program from design to budget reviews in order to always have an effective and quality afterschool program. A-CAC will always use the 3R process in their program review and evaluations. A-CAC will work with the Project Director and the Site Coordinators in reviewing and analyzing periodic reports from the external evaluator to determine any adjustments or changes for program improvement and will work with all four centers to ensure the fidelity of the program implementation. A-CAC will act as volunteers to continually seek out new partners for future funding and donations that will provide program sustainability.

Description of planned membership and participating organizations: A-CAC is made up of the existing East Cleburne Community Board members and the following partners: Texas Workforce Commission, Tarrant County Food Bank, Texas Agricultural Extension Services, Southwestern Adventist University, United Way, and Cleburne ISD. Cleburne ISD will provide facilities for three of the centers, buses for transportation, access to all facilities (science labs, cafeteria, gym, athletics, etc.), computer labs, and existing academic programs and materials, counseling staff, TSI, ACT, and SAT Prep through their agreement with Hill College).Texas Workforce will provide job shadowing, mentors, and internships that would allow for students to have real-life experiences with mentors assigned to encourage them to practice positive behavior. Texas Workforce will also provide parent trainings for job interviews an how to fill out job applications. Tarrant County Food Bank will provide commodities to families. Texas Agricultural Extension Services will offer healthy living training sessions to teach families the importance of making healthy food choices. Texas Agricultural Extension Services will also provide training on the importance of obesity prevention, money management, career and special technical training, Expanded food and nutrition education training, alcohol and drug prevention training and "Welcome to the Real World Financial Training" for students. United Way will provide social services for families and full-time College and Career Readiness Coaches to help students learn about career options and how to apply for college admission, scholarships and financial aid. United Way will provide one-one-one mentoring to the most at-risk students.

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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.

Project CA²N ACE's Program's day to day operations will be managed by the Project Director and the Site Coordinators. The Site Coordinators will manage the day to day functions at their assigned center. All parts are connected through the A-CAC committee. The Project CA²N staff will participate in appropriate campus/district trainings and professional development and any training required from the A-CAC committee. Project CA²N staff will use a professional learning community format (PLC) for training development using vertical and horizontal articulation with campuses that feed into their assigned center. The following organizational chart displays the management process of Project CA²N. The A-CAC committee will complete the Strategies and Actions Blueprint Tasks 1-8, Timeline for Critical Actions and Center Operations templates. Information from this process will become part of each campuses' Campus Improvement Plan, and will be shared with faculty and staff during weekly faculty meetings and during monthly district and campus advisory meetings.



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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 | Santa Fe Elementary | | |
|---|---|---|---|
| 9 digit campus ID# | 126903111 | Distance to Fiscal Agent (Miles) | 1.2 miles |
| Grade Levels to be served (PK-12) | Grades 1-2 | | |

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

| | Total |
|---|---|
| **Number of Regular Students (attending 45 days or more per year) to be served:** | 175 students |
| **Number of Adults (parent/ legal guardians only) to be served:** | 75 parents |

**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 | Adams Elementary | Cook Elementary | Irving Elementary | Coleman Elementary |
| 9 digit Campus ID # | 126903101 | 126903109 | 126903104 | 126903102 |
| District Name (if different) | Cleburne ISD | Cleburne ISD | Cleburne ISD | Cleburne ISD |
| Distance to Center | 2.5 miles | 3.8 miles | 3.1 miles | 3.2 miles |

| Center Number: 2 | Center Name: East Cleburne Community Center | | |
|---|---|---|---|
| 9 digit campus ID# | 75-2286091 | Distance to Fiscal Agent (Miles) | 0 |
| Grade Levels to be served (PK-12) | 3-5 | | |

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

| | Total |
|---|---|
| **Number of Regular Students (attending 45 days or more per year) to be served:** | 300 students |
| **Number of Adults (parent/ legal guardians only) to be served:** | 100 parents |

**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 | Santa Fe Elementary | Cook Elementary | Adams Elementary | Irving Elementary |
| 9 digit Campus ID # | 126903111 | 126903109 | 126903101 | 126903104 |
| District Name (if different) | Cleburne ISD | Cleburne ISD | Cleburne ISD | Cleburne ISD |
| Distance to Center | 1.2 miles | 2.8 miles | 1.8 miles | 1.9 miles |

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| County-district number or vendor ID: 75-2286091 | | Amendment # (for amendments only): NA | |
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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:<br>A.D Wheat Middle School | | |
|---|---|---|---|
| 9 digit campus ID# | 126903107 | Distance to Fiscal Agent (Miles) | 3.2 miles |
| 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: | 450 students |
| Number of Adults (parent/ legal guardians only) to be served: | 100 parents |

**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 | Lowel Smith, Jr. MS | NA | NA | NA |
| 9 digit Campus ID # | 126903401 | | | |
| District Name (if different) | Cleburne ISD | | | |
| Distance to Center | 2.8 miles | | | |

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

| Center Number: 4 | Center Name:<br>Cleburne High School | | |
|---|---|---|---|
| 9 digit campus ID# | 126903001 | Distance to Fiscal Agent (Miles) | 3.3 miles |
| 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: | 225 students |
| Number of Adults (parent/ legal guardians only) to be served: | 50 parents |

**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 | Team School | NA | NA | NA |
| 9 digit Campus ID # | 126903002 | | | |
| District Name (if different) | Cleburne ISD | | | |
| Distance to Center | 3.4 miles | | | |

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

| Center Number: 5 | Center Name: NA | |
|---|---|---|
| 9 digit campus ID# | NA | 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 | NA | NA | NA | NA |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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

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

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

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

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

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

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

| Center Number: 7 | Center Name: |
|---|---|

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

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

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

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

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

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

| Center Number: 8 | Center Name: |
|---|---|

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

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

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

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

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

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

| Center Number: 9 | Center Name:NA | | |
|---|---|---|---|
| 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 | NA | NA | NA | NA |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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

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

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

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

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

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

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

Description of how program will coordinate with statewide programs and state compensatory education programs. Project CA$^2$N will coordinate *program requirements* and the *goals* of each program with school-wide programs and state compensatory programs for improvement and increase in the following ways:

|  | Project CA$^2$N's ACE Program | School-wide Program | State Compensatory Program |
|---|---|---|---|
| Program Requirements and activities | Target at-risk: drop-out prevention, graduation rates, parental involvement, family literacy, close gap in academic achievement and enrichment activities for students and parents | Target at-risk: drop-out prevention, graduation rates, parental involvement, family literacy, close gap in academic achievement and enrichment activities for students and parents | Target at-risk: drop-out prevention, graduation rates, parental involvement, family literacy, close gap in academic achievement and enrichment activities for students and parents |
| Goals of Programs | Increase academic achievement, positive behavior, improve student attendance, improve failure rate/retention rate, improve graduation rate. | Increase academic achievement, positive behavior, improve student attendance, improve failure rate/retention rate, improve graduation rate | Increase academic achievement, positive behavior, improve student attendance, improve failure rate/retention rate, improve graduation rate |

The coordination of statewide and compensatory programs will also allow for the creation of collaborative professional development trainings for teachers and administrators such as core competencies for after school educators, program standards and program assessments. The coordination of Project CA2N with schoolwide programs and state compensatory programs will also
- Ensure equitable access to programs that are held afterschool and summer learning activities.
- Ensure broad geographic distribution of available funds and balanced access to programs.
- Ensure collaborative parent literacy training programs

How 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.: Students targeted to participate in Project CA$^2$N ACE's Program were identified as at-risk through CISD's PEIMS data base using 7 of the 13 indicators: 1) students in grades K-3 that did not perform satisfactory on the readiness assessment; 2) students in grades 7-10 that did not maintain a 70 average on a scale of 100 in two or more subjects in the core curriculum during a semester in the preceding or current school year; 3) student was not advanced from one grade level to the next for one or more school years-not including Pre-K or K; 4) students did not perform satisfactory on the STAAR/EOC or TAKS assessment; 5) Student is a limited English Proficient, 6) Student identified as homeless; 7) student placed in alternative education program during the preceding or current school year, and the results of the local community survey that showed students ages 5-14 who were left in self-care situations for 7 hours, students who had limited access to programs for character building, and first generation college goers who were English Language Learners. The Project Director and the Site Coordinators will meet with campus administrators and their team to make student selection based on the established criteria and finalize the list. Plan for retention: The Project Director and the Site Coordinators will work with campus administrators and their team to register selected students during regular school registration. During registration, e-mail addresses of afterschool participants will be collected alone with cell phone numbers of parents and students. This information will be used to send out birthday alarms and any other positive behavior that students display. Free transportation will be provided to and from centers for program participants in addition to enrichment activities such as chess clubs and chess competition, STEM clubs focusing on robotics, cooking classes, and fashion shows that students will help plan, and family video projects.

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

| Santa Fe Elementary | East Cleburne Community Center | Wheat Middle School | Cleburne High School |
|---|---|---|---|
| Afterschool<br>September 6, 2016<br>Through<br>May 31, 2016<br>3:30 p.m.-6:30 p.m.<br>(12 hours per week)<br>Monday thru Thursday | Afterschool<br>September 6, 2016<br>Through<br>May 31, 2016<br>3:30 p.m.-6:30 p.m.<br>(12 hours per week)<br>Monday thru Thursday | Afterschool<br>September 6, 2016<br>Through<br>May 31, 2016<br>3:00 p.m.-6:30 p.m.<br>(14 hours per week)<br>Monday thru Thursday | Afterschool<br>September 6, 2016<br>Through<br>May 31, 2016<br>3:00 p.m.-6:30 p.m.<br>(14 hours per week)<br>Monday thru Thursday |
| Summer Program<br>June 5, 2017<br>Through<br>July 31, 2017<br>9:00 a.m.-2:00 p.m.<br>Monday through Friday<br>(25 hours per week) | Summer Program<br>June 5, 2017<br>Through<br>July 31, 2017<br>9:00 a.m.-2:00 p.m.<br>Monday through Friday<br>(25 hours per week) | Summer Program<br>June 5, 2017<br>Through<br>July 31, 2017<br>9:00 a.m.-2:00 p.m.<br>Monday through Friday<br>(25 hours per week) | Summer Program<br>June 5, 2017<br>Through<br>July 31, 2017<br>9:00 a.m.-2:00 p.m.<br>Monday through Friday<br>(25 hours per week) |

| Afterschool Schedule | Summer Program |
|---|---|
| 3:00-3:15 Snacks and Attendance<br>3:15-3:45-Character/Behavior Education<br>3:45-4:45 Academic Assistance Activity<br>4:45-5:45-Enrichment/Recreation Activity<br>5:45-6:30 P.M. Computer assistance instruction | 9:00 a.m.-9:15 Attendance & Breakfast; 9:15-9:45 – Computer Aided Instruction; 9:45-10:45-Enrichment Activity; 10:45-11:45-Academic Assistance; 11:45-12:15-Lunch; 12:15-12:45-Character/Behavior Educ.; 12:45-1:45-Recreation Activity; 1:45-2:00-Snack |

**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 of all program participants: The four centers have the Raptor System installed on each campus and buzzer required entry. All visitors must be buzzed in and once entry is made, must sign-in with a picture ID that is scanned for background checking purpose. Once cleared, a temporary badge is printed for travel in the building. Each campus has security guards on duty as well. Health information and method of student's travel to and from home will be on file with the classroom teacher and the Site Coordinator for students who opt out on taking the bus home. Only individuals designated on the student release form will have the authority to pick up a student. All procedures will be sent home in the handbook for the Project CA$^2$N Program followed-up with a parent training-Q&A session in Spanish and English to ensure parents understand safety procedures for students. The handbook will be printed in English and Spanish. Safety drills will be conducted periodically. The maintenance staff will ensure the safety of the building to ensure that all equipment are functioning properly. Custodial staff will ensure that floors are safe for student traffic and travel throughout the building and all restrooms are fully stocked with hand soap, toilet paper, and other hygiene needs. Hand sanitizer dispenser are throughout each building to prevent the onset of any illnesses.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
|---|---|
| County-district number or vendor ID:  75-2286091 | Amendment # (for amendments only): NA |

**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.

Alignment with school day activities in school day curriculum and meaningful academic content: The Project Director and the Site Coordinators will work with classroom teachers in developing collaborative lessons plans that are theme driven and that document the Common Instructional Framework's five components (collaborative work groups, writing to learn, scaffolding, questioning, classroom talk, and literacy groups). The lesson plans must show how the lesson fits into the theme for the week and show how the lesson's objectives align with the planned activities that address the four components (Academic Assistance, Enrichment/Recreation, Family and Parental Support Services, College and Workforce Readiness) of the ACE Program. Teachers will develop lesson plans in Eduphoria (software data management program) so that the Project Director and the Site Coordinators can review lesson plans and ensure that lessons are TEKS driven and embedded with critical thinking skill activities such as problem solving, inferencing, decision making, and application of new concepts. Plan for using evidence-based practices and local data to meet student needs and achieve desired results: Each student will have individual education plans developed by pre-test data demonstrating the academic needs of the student and post test data that measures accomplishment of certain learning skills and concepts. Based on the data driven identified academic needs, students will be provided prescriptive interventions through computer based programs, small group instructions, and lessons that are project based driven. Student performance with be tracked through computer based programs such as Achieve 3000 that gives weekly progress reports, and in Eduphoria that tracks weekly assessment data. Through *collaborative work groups*, students will have the opportunity to apply all of the critical thinking skills to complete group projects such as building a house using popsicle sticks that have to allow for furniture has the appropriate measurements to fit into the rooms in the house. They will get to make the decision concerning how many rooms should be in the house etc. Students will use *write to learn* component to write and develop stories for storytelling and book publishing along with their parent participating as a co-author. Write to learn creates speaking and writing fluency and text familiarity that is personalized and self-assessed using a rubric. *Scaffolding* will allow students to connect prior learning or prior knowledge to new knowledge and concepts. *Questioning* will allow for students to demonstrate their level of understanding of concepts being taught. *Classroom talk* will allow students to reinforce new learning and interpret it in their own way for discussion among their peers. *Literacy groups* allow for parent and students to engage in enrichment activities such as reading book clubs that membership includes other parents and students as well as extended family members. Character Education will offer extended enrichment activates through role playing and dramatization of what demonstrates positive character and appropriate character in various situations.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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**TEA Program Requirement 4b**: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project CA²N ACE's Program will ensure that all activities, including enrichment activities are aligned to identified student needs and the activities will address specific needs to achieve positive outcomes. Activities will be developed using individual education plans and graduation plans to ensure student success and desired outcomes. All activities will be aligned to campus needs and Project CA²N's staff in collaboration to external factors such as home environment or peer pressure. The Project Director, Site Coordinators, and campus administrators will work collaboratively to ensure that the Texas ACE Critical Success Factors and the four components are embedded in each learning activity and enrichment activity. The Project Director and the Site Coordinators will work with classroom teachers in developing collaborative lessons plans that are theme driven and that document the Common Instructional Framework's five components (collaborative work groups, writing to learn, scaffolding, questioning, classroom talk, and literacy groups). The lesson plans must show how the lesson fits into the theme for the week and show how the lesson's objectives align with the planned activities that address the four components (Academic Assistance, Enrichment/Recreation, Family and Parental Support Services, College and Workforce Readiness) of the ACE Program. Teachers will develop lesson plans in Eduphoria (software data management program) so that the Project Director and the Site Coordinators can review lesson plans and ensure that lessons are TEKS driven and embedded with critical thinking skill activities such as problem solving, inferencing, decision making, and application of new concepts. Eduphoria Forethought template component will house lesson units that have been developed collaborative by classroom teachers for effective instructional delivery, monitors of effective instructional delivery and accessible for all teachers and administrators. Eduphoria Aware component will be used to track weekly assessments data and provide for immediate intervention. The Project Director and the Site Coordinator will review weekly data reports from Aware in a PLC setting with classroom teachers.

Description for plans for staff to student ratio and activities: Project CA²N's ACE's Program's teacher student ration will be 1 teacher to 10 students in grades 1-2 and 1 teacher to 15 students in the remaining grades levels and centers. The Project Director and the Site Coordinator will work collaboratively with the campus principal and counselor to help with student classroom assignments based on individual education plans at the lower grade levels and graduation plans for upper level students and high school students.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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| County-district number or vendor ID:  75-2286091 | Amendment # (for amendments only): NA |

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

The Family Engagement Specialist will plan, coordinate, and implement the Family Engagement Program for each of the four centers. He/she will work closely with the center and the Parent Teacher Organization. He/she will interview families of students in the Project CA$^2$N Program ACE's Program to determine family needs if any of any support social services. He or she will promote and encourage parents to participate in enrichment activities and take an active role in their child/children learnings by becoming active volunteers. He/she will schedule interviews with individual students at each center to build relationships with them and to ensure that they are receiving continued support for their educational goals. She will develop parent profile electronic files that will be kept confidential that will contain and track requested services, referrals, and use of any community resources and how often resources were used. He/she will develop a Family Resource Center at each of the campuses in order for parents to check out periodicals, video, books, and educational games/materials for the entire family.

The Family Engagement Specialist will work closely with community partnerships such as United Way and Texas Agricultural to coordinate training programs for parents and additional education programs for students. He/she will also work closely with the campus counselors for coordination of student services and student academic needs. He/she will use parents as facilitators to lead clubs that utilize their skill sets, connect with parent stakeholders already involved at the school to increase their involvement and get them to be ambassadors for the Project CA$^2$N Program.

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

The Family Engagement Specialist will work with each Site Coordinator and the Project Director to develop training sessions that will enable staff who will be teaching at all four teachers to be effective with students and families from cultures other than their own. He/she will work with the Project Director and the Site Coordinators to develop training sessions to help staff and teachers see the importance of having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. By getting staff and teachers working in the Project CA$^2$N to understanding culture diversity will expand educational practices in culturally competent schools and recruit participant families who will remain in the program as active partners and volunteers.

The Family Engagement Specialist will be a part of the weekly staff meetings conducted by the Project Director and the Site Coordinators for the purpose of developing a recruitment plan with timelines and monthly activities for the year that will be followed and implemented in all four centers. The Family Engagement Specialist will work with the Project Director and the Site Coordinators to offer parent workshops on content that impacts student achievement such as creating a learning environment at home, transitioning from middle school to high school, understanding standardized testing, ensuring health and wellness, developing personal empowerment or enrichment skills, and offer workshops at different times during the day and evening to accommodate both the working and at-home parent.

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

| Description of Types of Family Engagement Activities | When | Where |
|---|---|---|
| Offer parent workshops on content that impacts student achievement such as creating a learning environment at home, transitioning from middle school to high school, understanding standardized testing, ensuring health and wellness, developing personal empowerment or enrichment skills, | Monthly at Different Times | All Four Centers |
| Develop Parent Resource Center to allow parents to check out books, videos, etc. educational games for the entire family | Daily Open until 6:30 | All Four Centers |
| Use parents as facilitators to lead clubs that utilize their skill sets, | Monthly | All Four Centers |
| Partnership Recruiting Fair | Fall and Spring | All Four Centers |
| Parent Volunteer Round-up Booths | Year Round | All Four Centers |

How planned activities address the needs of working families: The workshops planned for working familes will be offered and different time in order to reach parents who work various hours during the day or work at night. Resource Center open daily to address family literacy. Parents as facilitators allows for a rich experience for students to see parents as leaders and role models in careers that may be of interest to them. .Describe additional resources: Establishing partnership recruiting fair will allow to bring in new partners that may can provide additional funding or expertise that can benefit the centers. Identify other funding sources from block and foundation grants, and Local Education Foundation Program. Parent volunteer round-up booths that are visible year round will ensure a pool of volunteers to use in the various activities and academic programs throughout the year.

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## Schedule #18—Equitable Access and Participation

| County-District Number or Vendor ID: 75-2286091 | Amendment number (for amendments only): NA |
|---|---|

**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

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

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

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| Schedule #18—Equitable Access and Participation (cont.) | |
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| County-District Number or Vendor ID:  75-2286091 | Amendment number (for amendments only): NA |

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

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

**Barrier: Gang-Related Activities**

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

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

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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

| County-District Number or Vendor ID: 75-2286091 | Amendment number (for amendments only): NA |
|---|---|

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

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

### Barrier: Shortage of Qualified Personnel

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

### Barrier: Lack of Knowledge Regarding Program Benefits

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

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|---|---|---|---|
| County-District Number or Vendor ID:   75-2286091 | | Amendment number (for amendments only): NA | | |

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

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

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

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

**Barrier: Other Barriers**

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

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| Schedule #19—Private Nonprofit School Participation | |
|---|---|
| County-District Number or Vendor ID:  75-2286091 | Amendment number (for amendments only): NA |

**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): 03

### 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: **NA** | Total nonprofit students participating: **NA** | Total nonprofit teachers participating: **NA** |
|---|---|---|
| No nonprofit schools participating: ☒ | No nonprofit students participating: ☒ | No nonprofit teachers participating: ☒ |

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

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

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

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

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

☐ How children's needs will be identified

☐ What services will be offered

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

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

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

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

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

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

☐ Other (specify):

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| Schedule #19—Private Nonprofit School Participation (cont.) | |
|---|---|
| County-District Number or Vendor ID:  75-2286091 | Amendment number (for amendments only): NA |

**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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