

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

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1				
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			<b>FOR TEA USE ONLY</b> Write NOGA ID Place date stamp here.
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018			
<b>Submittal Information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
<b>Contact Information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>	
Uvalde C.I.S.D.		232903		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		RECEIVED TEXAS EDUCATION AGENCY 2018 APR 27 AM 1:40
	20	034847004		
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
1000 N. Getty St. Box 1909		Uvalde	TX	78801-
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Jeanette		Ball	Superintendent of Schools	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
(830) 278-6655	Jball1019@uvaldecisd.net			
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Michael		Rodriguez	Asst. Superintendent of C&I	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
(830) 278-6655	Mrodriguez1037@uvaldecisd.net			
<b>Part 2: Certification and Incorporation</b>				


I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

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

Signature (blue ink preferred)

Date signed

x 

Only the legally responsible party may sign this application.

**701-18-111-017**

**Schedule #1—General Information**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	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):

End date (MM/DD):

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

x *Jeanette Ball*

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

No program-related attachments are required for this grant

**Part 2: Acceptance and Compliance**

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

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

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

x *Jeanette Ball*

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving at-risk students assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.
10.	The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center. Refer to Program-Specific Assurances #3 on page 20 of the Program Guidelines for detailed operating schedule.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances (cont.)**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

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

14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements listed on page 23 of the Program Guidelines, #15.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

x *Jeanette Ball*

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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: 232903

Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>		<b>X</b>		
1.	232903	Jeanette Ball, Ph.D.	(830) 278-6655	\$550,000
	Uvalde CISD	Superintendent of Schools	Jball1019@uvaldecisd.net	
<b>Member Districts</b>				
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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By TEA staff person:

<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 232903			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
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	
<b>Grand total:</b>				

<b>For TEA Use Only</b>	
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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: 232903

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, 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) 463-9564.

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 Grants Administration Division [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		\$	\$	
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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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: 232903

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

Provide a brief 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.

Uvalde High School is located in the historic town of Uvalde, Texas. Founded in 1853, the city of Uvalde's first high school was housed upstairs over the courtroom in the Uvalde Courthouse. Simultaneous cheers and cries were heard as the first graduating class completed in 1893. Today, Uvalde High School is nestled in a community of 16,220 people and serves 4,484 children across the district with 1,408 of the total students enrolled in grades 9-12. Uvalde Consolidated Independent School District (Uvalde CISD) is applying for the 2018-2019 Texas 21<sup>st</sup> Community Learning Centers, Cycle 10 Year 1 program to provide in-depth services to extend the regular day program for fifteen hours after school, Monday-Friday for 550 9<sup>th</sup>-12<sup>th</sup> grade students. This additional and enhanced instruction is proposed for an after-school setting during the regular school year and for six weeks in the summer. It brings much treasured time that will allow us to **empower and engage** our student population who is **78% economically disadvantaged** and for whom TAPR data shows **71% of students completing one year in college do so, but in the need of remediation to complete**.

Over 83% of the student population at the high school is enrolled in Career and Technology courses (CTE) and will benefit through a focus on: (1) blended learning techniques designed to increase academic success in reading, math, and science and will be evidenced by passing grades on CTE certification exams, STAAR test results, formative benchmark scores, and classroom assessments. In addition, (2) this program provides multiple practice testing sessions using materials from the National Health Alliance applied to a "coaching model" that will gauge progress and provide feedback loops for student conferencing, enabling students to take charge of their learning, to grow, utilize, and internalize those same techniques when they continue on at the college level. Our targeted skill conferencing will help students to improve their pass rates in classes and on such CTE exams as the Health Science exams for, i.e., Medical Assistance. Our students will "ACE" their growth on certification exams as a result of this program while at the same time (3) increasing their attendance rates, graduation rates, and through multiple (4) opportunities to engage with their families in meaningful, targeted activities with the 21<sup>st</sup> Family Engagement Specialist (FES), families will succeed. In addition, the ACE program (5) offers a broad array of services for youth development such as music, art, dance and in Uvalde, Texas- wildlife management, hunting and fishing! The National Fish Hatchery is located right here in Uvalde and offers education courses as well as several large ranches that are using genetics to produce the best breeds of cattle and deer. What better way to learn about the career pathway for Wildlife Management than in the field seeing science in action? This program meets and exceeds our district goals. Thus, our **Budget** was developed based on the needs of our students and families served by Uvalde High School. A team made up of administrators, academic specialists, teachers and program leaders use demographics, STAAR data, CTE exam passing rates, student surveys, teacher surveys, parent engagement survey reports, community feedback, CTE teacher feedback, and the voice of our partner at Southwest Texas Junior College, etc., in constructing and analyzing surveys and responses. These results build program-budget decisions. Next, we prioritized by addressing the defined goals of providing academic enrichment for our high school which is serving students coming from Flores Middle School (Priority campus for 2017-18). Another low-performing, high-poverty campus that feeds into the high school is Morales Junior High. Their 2016-17 TAPR report indicated that their student average passing rate on all subject tests was 59% which is 16 points below the state average. In addition, we budgeted for Family Engagement opportunities because they have educational needs as well such as needing their GED, job placement assistance, ESL classes, and a better understanding of how to assist their child at home. Our families are an integral part of our program. When parents are actively engaged in their children's learning, they become a part of the total team, united in student success both during and after school, empowering all to meet state and local standards as well as all core academic standards. For all of this, we designed our management plan to be transparent, consistent, true to the fidelity of the grant program and with plenty of feedback opportunities as well. We have defined goals and ways to measure our progress through an on-going process under the leadership of the Project Director, the administration, program instructors/team leaders, students and families. In addition, a 21<sup>st</sup> Advisory Council will meet regularly to discuss program goals, progress and ways to improve and sustain the program. Our 21<sup>st</sup> Program evaluator will be a valuable resource for program improvement by visiting sites, using data, talking to instructors, students, and families regularly. This application addresses all statutory requirements such as planning for student achievement on state and local measures, use of best practices, attendance, sustainability. All TEA requirements will be met, including center-level information, operations, evaluations, etc.

With a student population and families in so much need, how else could Uvalde CISD provide such premiere learning experiences? Yes, ACE is our place and if awarded, we will work diligently to make ACE a permanent, sustainable program in our historic town. Once again, when the graduating class walks the stage- cheers and cries will abound!

**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:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 232903			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$302,090	\$3,000	\$305,090
Schedule #8	Professional and Contracted Services (6200)	6200	\$163,910	\$0	\$163,910
Schedule #9	Supplies and Materials (6300)	6300	\$30,000	\$0	\$30,000
Schedule #10	Other Operating Costs (6400)	6400	\$20,000	\$0	\$20,000
Schedule #11	Capital Outlay (6600)	6600	\$31,000	\$0	\$31,000
	Consolidate Administrative Funds			X Yes No	
Total direct costs:			\$547,000	\$3,000	\$550000
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$550000</b>	<b>\$3,000</b>	<b>\$550000</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$550000
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:					\$27500

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.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 232903			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher	8		\$77280
2	Educational aide	4		\$19200
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$42240
5	Site coordinator (required)	1		\$35000
6	Family engagement specialist (required)	1		\$15000
7	Secretary/administrative assistant			\$
8	Data entry clerk	1		\$
9	Grant accountant/bookkeeper	1		\$23,520
10	Evaluator/evaluation specialist	1		\$3,000
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions (college students)</b>				
19	Program Staff	6		\$32400
20	Asst. Coordinators	1		\$25000
21	Sr. Project Director Assistant	1		\$15000
22	Subtotal employee costs:			\$287640
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$17450
27	Subtotal substitute, extra-duty, benefits costs			\$17450
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$305090

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

<b>For TEA Use Only</b>	
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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 232903		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	CTE Courses- Enhanced/Extended Career and Technology training after school	\$85,560
2	Princeton Prep- College Test Prep	\$10,000
3	Fine Arts Academy-Summer Programming	\$30,000
4	College Prep program-Preparing for College, Testing, etc.	\$18,350
5	Dance, Music, Karate, Physical fitness, Martial Arts- Broad Array of Services	\$20,000
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
<b>b. Subtotal of professional and contracted services:</b>		<b>\$163,910</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$163,910</b>

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$30,000
<b>Grand total:</b>		<b>\$30,000</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$2,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$18,000
<b>Grand total:</b>		<b>\$20,000</b>

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

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

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 232903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2	Desktop Computers	15	\$1,000	\$15,000
3	Printers	2	\$900	\$1,800
4	tablets	14	\$300	\$4,200
5	Laptop computers	10	\$1,000	\$10,000
6		0	\$0	\$0
7		0	\$0	\$0
8		0	\$0	\$0
9		0	\$0	\$0
10		0	\$0	\$0
11		0	\$0	\$0
<b>66XX—Software, capitalized</b>				
12		0	\$0	\$0
13		0	\$0	\$0
14		0	\$0	\$0
15		0	\$0	\$0
16		0	\$0	\$0
17		0	\$0	\$0
18		0	\$0	\$0
<b>66XX—Equipment or furniture</b>				
19		0	\$0	\$0
20		0	\$0	\$0
21		0	\$0	\$0
22		0	\$0	\$0
23		0	\$0	\$0
24		0	\$0	\$0
25		0	\$0	\$0
26		0	\$0	\$0
27		0	\$0	\$0
28		0	\$0	\$0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$31000</b>

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

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Schedule #14—Management Plan				
County-district number or vendor ID: 232903			Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	The Project Director should have leadership experience in CTE programs, ability to utilize grant resources, track data and feedback, guide student achievement, and plan for sustainability.		
2.	Site Coord.	Site Coordinators use knowledge of the 21 <sup>st</sup> ACE Program and the Texas ACE Blueprint to ignite program staff for max student growth, evidenced by attendance, grades, and grad rates.		
3.	Family Eng.	The Family Engagement Spec. uses feedback from families, student voice, data, surveys, etc. to empower Uvalde families and children, increasing district attendance rates from 95 % to 98%.		
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>				
#	Objective	Milestone	Begin Activity	End Activity
1.	Project Director will conduct on-going staff training to max student academic results.	1. ACE tchrs/staff learn how to use ACE Blueprint.	08/27/18	07/31/19
		2. ACE tchrs. utilize Blueprint in planning 98% time	08/27/18	07/31/19
		3. ACE Blueprint lessons shared w/faculty to inform	09/04/18	07/31/19
		4. ACE tchrs. conference w/CTE staff 3x year.	09/04/18	07/31/19
		5. ACE tchrs share program data w/parents 3x year.	09/10/18	07/31/19
2.	100% ACE tchrs. match best practices to max certification results.	1. Formative data used to raise exam scores by 50%	09/10/18	07/31/19
		2. Technology and blended learning used daily.	09/04/18	07/31/19
		3. ACE tchrs. will student conference 4 x per semester	09/04/18	07/31/19
		4. Parents will receive progress reports 3x per year.	09/04/18	07/31/19
		5. Attendance will increase from 90.2% to 96%	09/04/18	07/31/19
3.	Ace teachers will use practice tests to gauge progress	1. ACE tchrs. model w/students effective strategy use	09/04/18	07/31/19
		2. ACE tchrs help students journal daily "skill" notes	09/04/18	07/31/19
		3. ACE tchrs pair students to work practice items	09/04/18	07/31/19
		4. ACE tchrs use a "coaching model" to increase skills	09/04/18	07/31/19
		5. ACE students conference w/partners to grow skills	09/04/18	07/31/19
4.	ACE tchrs. model "agile learner" strategy to build	1. Students will adopt/mold 1-2 effective strategies	09/04/18	07/31/19
		2. Students will share their strategies w/students.	09/04/18	07/31/19
		3. Students will share their strategies w/teachers	09/04/18	07/31/19
		4. Students will share their strategies w/parents	09/04/18	07/31/19
		5. ACE tchrs. will work w/ TEA Techs to increase skills	09/04/18	07/31/19
5.	ACE Family Engagement Spec. uses best practices/ideas.	1. ACE tchrs. observe FES sessions/activities	10/01/18	07/31/19
		2. ACE tchrs. partner w/parent in activities w/students	10/01/18	07/31/19
		3. ACE tchrs. observe FES in family activities	10/01/18	07/31/19
		4. ACE tchrs. partner w/ reg. staff for activity	10/01/18	07/31/19
		5. ACE tchrs. work w/FES, create program blog	10/01/18	07/31/19
<b>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.</b>				

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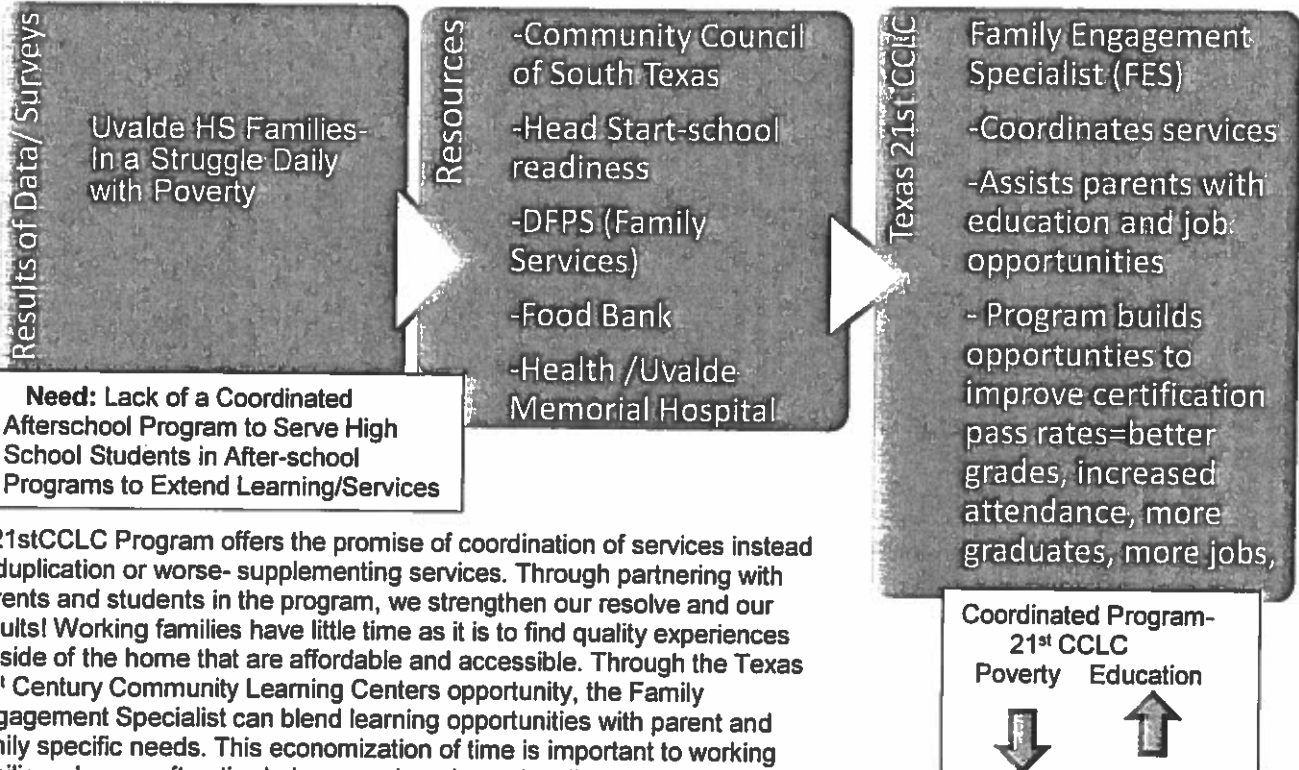
## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. Response is **limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

When examining our community needs, we use several data sources that included both quantitative and qualitative information. We used TAPR data reports, community surveys, and TDS PEIMS (2017 Fall Submission) data which revealed that tutoring (91.9%) was a prime concern. Uvalde CISD serves students from many families who fight poverty on a daily basis. While the state poverty level is at 20.7%, Uvalde is at 29.7%. That places many families in a position to have to rent rather than to own and sometimes a higher mobility rate is the result. In fact, residents below the poverty rate are more than twice as likely to be renting as those above the poverty level. Uvalde High School has a mobility rate of 13% which also effects the campus attendance rate which is at 90.2%. In fact, according to City of Uvalde data, young men, aged 15- 24, are at more than twice the poverty rate at the state level. Other data reveals that 69% of the student population is at risk of failure and dropping out of school. Community surveys reveal that parents are well aware of the situation and look to the schools to provide a career pathway, because many of them cannot believe that a college and career pathway is even a viable solution. **With a 21<sup>st</sup> CCLC ACE Program serving Uvalde High School, our ability to serve will be enhanced!!!!**



A 21stCCLC Program offers the promise of coordination of services instead of duplication or worse- supplementing services. Through partnering with parents and students in the program, we strengthen our resolve and our results! Working families have little time as it is to find quality experiences outside of the home that are affordable and accessible. Through the Texas 21<sup>st</sup> Century Community Learning Centers opportunity, the Family Engagement Specialist can blend learning opportunities with parent and family specific needs. This economization of time is important to working families who are often tired, depressed, and emotionally drained. This program provides homework assistance each day so that students stay up on their assignments, grades go up, attendance rises, and opportunities for success soar! While the district has a 21<sup>st</sup> CCLC Program for selected elementary campuses, there has been a gap in services that has affected the community for a long time. When polled, 98% of parents said they would support the afterschool program, attendance requirements, and family programs. What better way to build **sustainability** than to address multiple student and community needs in a positive and on-going proactive manner!

## For TEA Use Only

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

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 pt.*

☐ This applicant is part of a planned partnership

☒ This applicant is unable to partner

Note: Southwest Texas Junior College- is our partner, however, it is not on the list provided by TEA.

Uvalde CISD is in a rural setting with limited resources given its distance from San Antonio, Austin, Houston, etc. Bringing such resources would prove too costly. For example, Communities in Schools quoted our Superintendent a cost of \$83,000 to come and work with our students. We looked at what we have in place and how to extend and expand our partnership and the services from our current partner at Southwest Texas Junior College (SWTJC). For instance, numerous discussions have occurred concerning improving the communication between the junior college and the CTE faculty on campus at Uvalde High School. In addition, one of the faculty at Uvalde High School has been named an adjunct professor for CTE classes at Southwest Texas Junior College. This will greatly improve communication links and help make our partnership better. Southwest Texas Junior College will also serve on our 21<sup>st</sup> CCLC ACE Advisory Council which will be a boon to our feedback loop. A plan has been developed that will make transitions to classes at the college much smoother for our students who test there for the welding classes, firefighting, automotive certifications, etc. For students who will take online certification tests, we have connected with the National Health Alliance to provide practice test materials and we have planned for the equipment to man the testing lab at the high school. This will supplement another grant received from the Perkins Reserve Program that funded the personnel to run the lab and to oversee the holding room. This testing lab will become an approved TEA Test site. This will assist our students in several ways: (1) Practice testing for certification exams tested on our campus, helps our students when the lab at the college is booked or unavailable. The next closest official Pearson Vue Test site is 81 miles away in San Antonio, Texas at Southwest ISD. (2) Multiple practice sessions help the 21<sup>st</sup> CCLC ACE Program instructor to go over the practice items that were missed during conferences with students to identify the "root issues" surrounding those items. This will fill in the gaps so that students can grow their skills and pass the exam. Practice exam materials come at a reduced program cost when compared to paying for the certification exams. This is a win-win for our students, the instructors, and our families. This is an active partnership that will benefit from learning from us as well as we work through improving and extending afterschool opportunities to learn and grow. Our partnership has been underway for several years and we are excited to watch it grow. Finally, The programs on the approved list of partners from TEA do not provide Career and Technology program assistance and since this is a focus of this grant proposal, to increase the number of students earning a career and technology certification from their coherent course pathway, we want to continue our current partnership. There is a continued "sense of urgency" that drives our program to seek specialized assistance and we hope TEA will allow us to work with our specialized partner at SWTJC.

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

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Proposed 2018-2019 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 10 Year 1 Program Impacts****IMPACTS****Programming That Extends Student Learning**

<p><b>Performance- in Class</b> The ability to perform well in class, complete on-time assignments, participate in discussions, prepare for assessments- on-line and in paper-pencil mode and be able to apply what is learned after school to the regular school day to max student performance.</p> <p><b>Growth:</b> The ability for a student to grow to believe in his/her ability to achieve due to high skill development and internalized skill sets, enhanced in the 21<sup>st</sup> program.</p>	<p>The proposed 21<sup>st</sup> CCLC program will positively impact student performance because it reflects positive improvement through the use of "workshops" in the afterschool setting that are focused on student needs as well as student strengths. For example: A student who is not able to pass a certification test for CTE on-line has feelings of "learned helplessness" because his failure has been internalized., He/she has no confidence in the ability to achieve the task. By breaking the task down and attacking the problem in manageable "bites" TOGETHER, a coaching model allows the student to "think" through the problem verbally, i.e.: Step 1: Don't look at the answer choices, "Let's look at the question and take it apart. First, what is the question asking you to do or know? What do you need to know to be successful with this question?" Step 2: "Now that you know what the task is, do you have enough background knowledge to answer the question without guessing? If so, decide how you would answer the question, then look at the choices and begin the process to keep or discard a choice. You cannot discard a choice unless you can provide evidence that this is the wrong answer and for what reason. If you do not have enough background knowledge, then we will build understanding through "mini lessons" that cover the information. By meeting with students and providing "coaches" who have completed all course work and are enrolled in college, the "peer" tutor is able to expand the mentee's knowledge and skills often enough to bring that student to an "independent" level of learning, and thus success.</p>
<p><b>Attendance</b></p>	<p>When performance is improved, and a set of reliable, flexible strategies are in place for student success, then attendance is positively impacted as a result as the student feels a part of the group, invested, capable, and ready to grow to new heights. This is the notion of the ZPD (Zone of Proximal Development) which is the difference that one can accomplish by oneself versus in the hands of a capable coach, across time (Vygotsky) After school- we are the capable coaches and we recognize</p>
<p><b>Discipline Referrals</b></p>	<p>When a student is succeeding, feeling good about his/her capabilities, then discipline referrals go down and stay down.</p>
<p><b>Advancement</b></p>	<p>As one begins to achieve, their desire to set new and more difficult goals increases as well. Whether it is advancement from one grade level to another or advancing to higher levels of performance within a grade level- it is in relation to their level of attainment.</p>
<p><b>High School Graduation Rates</b></p>	<p>Once these students learn to self-actualize their learning across the high school years, success means students think more and more about their completion, graduation, and college or career pathways- it becomes doable, attainable, and a source of celebration!</p>
<p><b>Career Competencies</b></p>	<p>CTE courses (in a coherent sequence) begin to make sense to students who are experiencing success as a result of the extended day program. This builds understanding, the ability to choose and utilize a problem-solving strategy that works for them and the ability to apply learning strategies to their work in class. Soon they are able to modify, expand and mold their learning at will, opening doors to learning opportunities and complete their first year in college without needing remediation!!!!</p>

**Schedule #16—Responses to Statutory Requirements (cont.)****For TEA Use Only**

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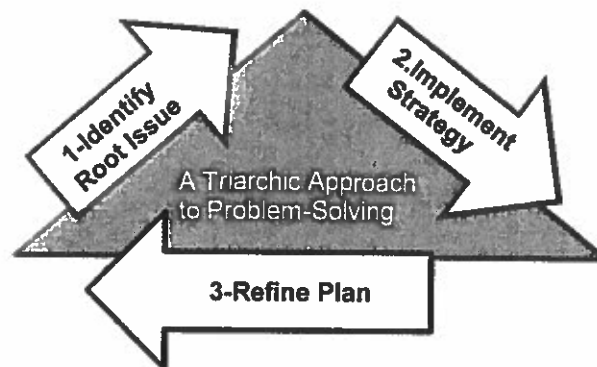
County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Best practices**, just like a great recipe needs a strategy that addresses how and when you use them to max student performance and student growth and enjoyment of learning, to enhance learning for students and to give them a lifelong tool for unlocking problem-solving and to impact scores, graduation rates, etc., we plan to utilize the following model:

#### Best Practices Applied Afterschool Enhance Student Learning



(Adapted from R.J. Sternberg's *Triarchic Thinking*, 1997, 2004)

**Best Practices** are a tool for (1) understanding what a problem/root issue or set of problems really is so that (2) you can better match a strategy to the root issue and then implement that strategy for positive results. Then (3) you refine your problem-solving skills over time and with a capable coach in the afterschool program. For example, a student not passing a test is not the root issue, it is the result of not addressing the root issue and employing an ineffective strategy. When you implement your strategy based upon recognizing and acting upon the underlying root issue, you are miles ahead to solving your problem. Students need this information to "own" their learning and to become self-actualized learners. So, if you can identify the root issue and select a good strategy, then implement it and test to see if the problem is solved, then you refine your thinking and apply this model to future problems over and over until you can internalize it naturally. **For Example:** "Steve", an eleventh grader, wants to be in the medical field. He is in a coherent pathway for Health Sciences. His on-line test will have a section on medical terminology. He studied his vocabulary with a friend while watching TV. He wrote his words three times and then made up his own test. The next day he went to class and took an on-line practice test in the computer lab of his 21<sup>st</sup> CCLC program, through the National Health Alliance practice materials. Steve did not pass. "But I studied so hard!!!" Yes, Steve studied very hard, but he didn't use a strategy that would be effective for him and his learning style. Root issue-Steve is a tactile/kinesthetic learner. He has to make connections physically to get to the internalization of a vocabulary term. Instead of writing terms three times, why not have a set of 5 cards with the terms written on them. Another stack of 5 cards has the definition. Working with a peer coach, his job is to match them by sliding them across the table. As he selects a term, he and the coach discuss what he knows about that term. Next, he looks at the definitions and makes a connection while eliminating the ones he knows for sure are incorrect. The coach is talking him through the process. Steve competes the process and together they determine how many are correct, set a goal for the next practice and begin again, using a different mode, if needed.

**Blended Learning:** Is the use of more than one delivery method to provide and enhance training and support for optimum student learning. (Kineo & The Oxford Group. *Blended Learning Today*, 2013) – It is akin to weaving a tapestry for students to meet the learning outcomes, i.e. it uses technology as a tool for problem solving, rather than focusing on a specific technology. It results in more flexible thinking and meets the varied needs of students. Two students could use several different technology tools to attack the same problem.

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

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Proposed Program Activities	Improves Academic Achievement By:	Impacts Overall Student Success
Career and Technology (CTE) group sessions after school conducted through a "coaching" model to increase and mentor for active learning and student growth over time. Includes goal setting, fluid grouping based on skill needs in to accelerate learning, etc. This process teaches students to be able to break down tasks into manageable pieces, utilize problem-solving techniques for applying the best strategy to max understanding and scores (problem-solving model, page 21)	Indicators: (1) Their quality of daily work improves, (2) Note-taking skills grow and (3) Active participation in class discussions increases, students are meeting assignment deadlines. (4) Students grow in the ability to read technical (expository) text, (5) Quality of work improves, and (6) Evidence of students owning their own improved planning techniques	<ul style="list-style-type: none"> <li>• Course grades Improve</li> <li>• Number of students completing CTE courses improves</li> <li>• Students experience and express feelings of accomplishment</li> <li>• Teachers report positive changes and growth</li> <li>• Discipline referrals, if an issue before, now decrease</li> </ul>
Individual Coaching sessions to increase opportunities	Targets individual needs to meet goals (1) daily work, (2) note-taking skills and (3) how to study (4) how to prepare for active participation in class discussions, (5) how to read technical (expository) text, (4) CTE course grades expectations	<ul style="list-style-type: none"> <li>• Attendance improves as students feel "ownership" of growth and self-report increased feelings of self-worth.</li> </ul>
Mock CTE Testing Sessions in Test Center after school.	(1) Results discussed in individual/ small group conferencing sessions where the coach and the student/s take apart practice test items/discuss/ solve items. (2) Students work in pairs with peers to work through sample items and apply the learning techniques taught in the sessions. (3) Students see exactly where they are doing well and where they need to improve. (4) Goals set/plan of action created to increase CTE test achievement	<ul style="list-style-type: none"> <li>• Skills transfer to CTE classes during day program</li> <li>• Skills utilized in other classes student is enrolled in at High School</li> <li>• Parents notice growth!!</li> </ul>
Family Engagement Sessions	(1) parents learn to help their child at home, i.e. Quiet place to work, study. (2) parents learn/support CTE pathways (3) Learn to navigate their schools	<ul style="list-style-type: none"> <li>• Students/families set and achieve academic goals together/celebrate success</li> </ul>
Broad Array of Services (Youth Development)	(1) Opportunities for growth in art/music (2) Applies creativity/thinking in class work (3) Builds self-confidence in achievement	<ul style="list-style-type: none"> <li>• Student growth in arts/feelings of self-worth grow as skills grow.</li> </ul>

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

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to 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.**

Uvalde CISD will do the following:

Information will be disseminated in the following manner:

(1) Newsletters with articles written by program students and families will appear on the Texas ACE District Website through coordination with Uvalde C.I.S.D. Executive Director of Communications and Marketing. The after-school writers' club is a great place to learn how to interview staff and other students and then write interest articles. It represents the highest level of Bloom's Taxonomy because it is "construction", building an article from an idea. There are no "fill in the blanks". The greatest reward is when we get to the end of the year and start looking back over the newsletters across the year and seeing how our students found their "voice" as their writing wings took off. The newsletters can become very popular. These can be replicated and even built upon by publishing these newsletters on the district and campus websites. Newsletters can also be sent out by the district through their e-mail and mail out services to each home in the community and be posted on the district splash page.

(2) Articles about the program, the Center and the work of the students to complete their CTE exams is a human interest on-going story and can be written about in the Uvalde Leader News. The owner of the paper is a member of the Strategic Planning Committee for the district and serves on the existing Advisory Committee.

(3) Board presentations will be made by a team from the program under the guidance of the Project Director. After initial award of the grant, the team (students, parents, instructors, etc.) can describe the proposed activities to meet the objectives of the grant and also across the year and at the end of the first year, provide a report on the program effectiveness, plans for improvement, refinement and strengthening of the program.

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

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program has the support of the parents in the community (see the results of the needs assessment). For students who do not drive as yet (most of the 9<sup>th</sup> grade students) their families will make sure they are transported to their homes at the end of the program each day. For many of our sophomores, juniors, and seniors, they have access to a vehicle and have obtained their driver's license and do not need to access a bus. However, Uvalde CISD remains very conscious to our student needs. Should a bus be needed to get students home from the program and they cannot be picked up because they do not drive as yet, they will have access to an afternoon/evening bus, provided by the district.

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

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Volunteers are important to a program that is serving the students of a community like Uvalde, Texas. Volunteers have much to offer to an after-school program. A few examples include:

- (1) **Diversity** in their experience, background, their problem-solving approaches, and skill-base. Students will often relate positively to a person from the community in which they reside.
- (2) Even though they live in the same community, students don't often know that their neighbor is a Vietnam veteran or was a prisoner of war or even that he or she worked for 50 years as a lawyer or a clerk at the Uvalde Courthouse. Some of these people knew what the town was like during the Great Depression, the shock and disbelief right after John F. Kennedy was assassinated, or the fear during the Cuban Missile Crisis. They represent "living history" just waiting to be mined. Students can discover the flavor of oral histories, biographies, nonfiction, etc.
- (3) Photography teaches us the old adage, "A picture is worth a 1000 words." Because it is so true, taking pictures of interesting people in "Our Town" and creating a traveling display to take and present to the younger grades is not only a history project, but the beginning of a service project. ACE teachers will be able to seek info from the ACE Blueprint on such qualitative activities and the benefits that they bring to programming as well as creative programming ideas.

Not all volunteers will want to be part of a history project and not all will be elderly. Some will just want to be there during Homework Help, or during outdoor sports or the cooking class, etc. In any case and to better utilize volunteers effectively, a process and procedure should be in place before the 21<sup>st</sup> Century Community Learning Center opens. Volunteers can be sought out with the assistance of principals who have worked with many great community members over the years. An ad on the 21<sup>st</sup> CCLC site can also be placed. Students can even construct the ad, design the 21<sup>st</sup> ACE Program Volunteer Application, conduct interviews as a team along with a program adult present, and submit their recommendations. It is a valuable lesson and a good use of their time during Youth Development activities.

Whatever the procedure that is put into place, the safety of students is always paramount. All volunteers will have to have completed the following before working with a team of students and a program adult:

- 1) Have completed an interview, all paperwork, and all screening.
- 2) Be fingerprinted and have a background check completed.
- 3) Have completed the application form with references that have been checked.
- 4) Be confirmed by the Project Director as a ACE Volunteer.

NO volunteer will be working with a student alone or in another room away from program personnel

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

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts and how the proposed program will coordinate federal, state, and local programs to make the most effective use of public resources to supplement existing programs and services on the campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uvalde CISD is always working to grow sustainability in all grant projects. In every case of positive and sustained programming there are a few key ingredients: (1) Good Programming- a good program that reflects the needs of the students, reflects their voice, and addresses the needs of working families will last if you keep up with the quantitative and qualitative data flowing in on a daily basis. Good programming will become a staple in the community and the community will want to support the program after the funding has ended. In order to make this more viable when funds are tight, we must involve the Board of Trustees. The Project Director can work with parents and students to prepare a few presentations each year to inform and engage the Board of Trustees in the important work after school. The Uvalde Board of Trustees wants to hear from students and parents participating in the program. This is much more relevant than numbers on a report, although numbers are very important, it is not what Board members will remember. They will remember the look in the students' eyes when they described their program, the learning and growth they are experiencing and of course, the fun they are having. (2) Quality academic assistance- Students do not want to work with material that is irrelevant to them, especially high school students who are trying to complete their CTE exams so that they can go on to college or out into the workforce. For example. Providing practice tests on paper are OK- but the medium is online, not on paper. For best results we will need to align our practice CTE exams with the closest we can get to the real exam setting, and the experience that these students will be going through in a real test setting. Helping students work through their anxieties allows them to focus on the subject matter rather than the emotional toll that an online exam can cause. By applying a coaching model and allowing students to peer review and discuss together each other's work often and especially before they go into a mock testing setting, will assist them in raising their confidence in the material as well as their performance. The final academic piece is individual (3) conferencing. Students benefit from individual assistance and a "capable coach" to work with because they have the opportunity to work with a peer to gather and distill information as "coping models" rather than mastery models and then share that learning with the instructor. That learning then transfers into setting goals together to raise scores on the next practice test. Even increasing a score by 5 points is exciting because three more times with growth like that and you can go from a 75% to a 90% correct. The concept is accelerating rather than remediating and teaches students to set their own goals and then to work to meet or surpass them.

Once programming is solid and the community and the school supports the program, existing resources can expand to pick up the cost of the program. In addition, there are numerous grants that will fund projects that expand services already in place because achievement is the end result.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 232903

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Uvalde High School #1 Coyote Trail Uvalde, Texas 78801		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	232903001				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		550	Parent/legal guardian target (in proportion with student target):		275 or 50%
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	NA- See Center 1 the high School		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	NA- See Center 1 the high School		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID: 232903				Amendment # (for amendments only):	
<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	NA- See Center 1 the high School		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	NA- See Center 1 the high School		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	NA- See Center 1 the high School		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID: 232903				Amendment # (for amendments only):	
<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	NA- See Center 1 the high School		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	NA- See Center 1 the high School		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	NA- See Center 1 the high School		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID: 232903				Amendment # (for amendments only):	
<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	NA- See Center 1 the high School		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
	Campus name:				Feeder school #3
9-digit campus ID number					
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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Proposed Management Plan	Center Operations/ Budget/ Meets Objectives & Service Targets	
1.	Project Director oversees the implementation and planning/updates for the program, monitors personnel and the budget for student and program success. Includes monitoring of centers, student progress and data, student satisfaction, attendance, daily operation, budget implementation, program personnel, pay roll, parent participation, linkages with the regular school day program, service providers, materials and supplies, coordination with janitorial staff, communication with regular day principal, advisory council planning, and other duties as needed.	1.	Center Operations- M-F 15 hrs. per week, 172 days during the school year with a 6-week program in the summer
		2.	Budget Plan- Is needs-driven, i.e., provides for staff to serve students, materials to increase student participation, understanding of CTE curriculum and requirements, provide for the computers for the CTE mock testing sessions throughout the years, the practice tests, etc.
		3.	Objectives / Service Targets: An effective program melds these descriptors into a responsive, exciting, and fulfilling program that meets/exceeds the needs of the participants while fulfilling the expectations of the community. Evidenced by meeting participation rates, student achievement in regular programming, success on CTE Exams, Good course grades and promotion to the next grade level, and success on all STAAR tests,
2.	Use of attendance, student voice, parent participation and other formative data to keep a pulse on program and to be ready to mediate and make adjustments as needed.	1.	Center Operations- Monitor for ways to make operations smoother, more aligned, user-friendly, etc. for student and family satisfaction and participation.
		2.	Budget Plan- Hs flexibility built in, i.e. miscellaneous expenses that can assist allowable expenditures to enhance programming,
		3.	Objectives and Service Targets- Data informs us if we are meeting/exceeding our goals. Effective planning builds in measures to correct any issues so no interruption to service happens.
3.	Advisory Council	1.	Center Operations: The Advisory Council provides a "fresh" look at the center operations, the budget, student objectives, service targets, family engagement and student achievement
		2.	Provide the Advisory Council opportunities to view the program in action by visiting classrooms and Broad Array of Services in action, members will feel connected to the program and students/families and can provide insight and ideas that enrich operations and help us to meet budget goals.

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

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Proposed Evaluation Plan:**

The plan includes the use of the following tools:

- **Observation-formal & informal-**The Project Director observes sessions on a daily/weekly basis as needed for teacher and program improvement. The "walk-throughs" will provide a snapshot of what the students are doing and what the instructors are doing and how the students are enjoying the program. The data will be used for lesson planning, teacher program training, and center operations improvement as needed.
- **Utilizing Results:** The Project Director will employ a "Managing While Walking Around" philosophy (Tom Peterson, 2000) for maximum visibility and ability to see the program in action. The information and progress will also be shared with the Advisory Council. Any changes to programming, such as a different provider, i.e., responding to students' needs, will be discussed and recommendations made.
- **Quantitative data-** 21<sup>st</sup> CCLC Attendance, regular program attendance, grades, STAAR data, conferences with the regular program teachers, discipline referrals, etc. form the pool of data that needs to be examined and acted upon before the data "ages". It is useful in student conferencing and goal-setting with students.
- **Qualitative Data-** Surveys bring valuable program information from the different stakeholders to the table from which program improvement plans can be developed and tracked. Surveys, that contain a narrative portion where feedback can be obtained from students as well as parents as well as the program providers, is very useful for program improvement.
- **Use of Results to Improve Program Operations:** How is our attendance on Fridays? Is there an issue with Fridays? How do we take that feedback and make it work for program improvement? For example, if some students are playing in the game, their leaving the program for practice will count as their Broad Array of services time. After practice, when they return to the program, they have homework assistance and their academic piece. This has been successful in other 21<sup>st</sup> programs across the years. The tip is to monitor and adjust as needed for max student attendance, program success, and student success.
- **Use of Results to Improve Program Quality:**  
The Project Director needs to weigh the data carefully along with the Program Evaluator and in consult with the Advisory Council to make appropriate decisions that impact program quality. The eye is always on student and family success and program sustainability.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate * This is an issue we all need to be diligent about.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 232903

Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

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

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):		
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 232903

Amendment number (for amendments only):

**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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 232903

Amendment number (for amendments only):

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

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

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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<b>Schedule #19—Private Nonprofit School Participation</b>		
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
<b>Total Nonprofit Schools within Boundary</b>		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 1		
<b>Initial Phase Contact Methods</b>		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method. <b>Uvalde Classical Academy- They declined to participate</b>		
<input type="checkbox"/> Certified letter	<input checked="" type="checkbox"/> Documented phone calls	<input checked="" type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
<b>Total Eligible Nonprofit Students within Boundary</b>		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 10		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
<b>Total Nonprofit Participants</b>		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating. <b>Uvalde Classical Academy declined to participate</b>		
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> 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		
<input type="checkbox"/> 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		
<input type="checkbox"/> 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		
<input type="checkbox"/> 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		
<input type="checkbox"/> Other (specify):		

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 232903

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery- Uvalde Classical Academy declined to participate****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 NA- Uvalde Classical Academy declined to participate**

#	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 NA- Classical Academy declined**

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	Uvalde Classical Academy declined to participate	1	
2		2	
3		3	
4		4	
5		5	

**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 #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 232903

Amendment number (for amendments only):

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

Enter total number of PNP *schools* within applicant's boundary (enter "0" if none): **1 (Uvalde Classical Academy) \***Enter total number of *eligible* PNP *students* within applicant's boundary (enter "0" if none): **10**Check box only if there is no data available to determine the number of eligible students: ☐Total PNP schools participating: **0**Total PNP students participating: **0**Total PNP teachers participating: **0**No PNP schools participating: **0**No PNP students participating: **0**No PNP teachers participating: **0****Part 2: Services and Benefits Delivery****Designated Places/Sites (None- Uvalde Classical Academy declined to participate)**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ During school☐ Before school☐ After school☐ Summer break☐ Other (specify):**Part 3: Selection Criteria/Activity Timeline**

#	PNP 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

**Part 4: Differences in Program Benefits Provided to Public and Private Nonprofit Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private nonprofit school students.

☐ There are differences in program benefits to be provided to the public school students and the private nonprofit 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	

**Part 5: Every Student Succeeds Act (ESSA) Assurances**
☒ The LEA assures that it discussed all consultation requirements as listed in Section. 1117(b)(1) and/or Section. 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☐ The LEA assures the appropriate Affirmations of Consultation will be provided to the TEA Private Nonprofit Schools Ombudsman in the manner and timeline requested.

\* A letter was sent, and a phone call was made by the Uvalde ACE Program Director. A meeting was held at Uvalde Classical Academy in March. The Uvalde Classical Academy Board met-declined services. (Letter on file)

**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: