

Texas Education Agency Standard Application System (SAS)

2018-2019 Texas 21st Century Community Learning Centers, Cycle 9, Year 3		
Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, amended by No Child Left Behind – 2001; Title IV, Part B	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	August 1, 2018, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 23, 2018	Place date stamp here.
Submittal information:	One original 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	
Contact information:	Christine McCormick: christine.mccormick@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Greenville ISD	116-905		
Vendor ID #	ESC Region #	DUNS #	
		159172014	
Mailing address	City	State	ZIP Code
4004 Moulton Street	Greenville	TX	75401-

Primary Contact

First name	M.I.	Last name	Title
Johanna	L	Friedel	Project Director
Telephone #	Email address		FAX #
903-408-4433	friedelj@greenvilleisd.com		903-457-2575

Secondary Contact

First name	M.I.	Last name	Title
Demetrus		Liggins	Superintendent
Telephone #	Email address		FAX #
903-457-2526	ligginsd@greenvilleisd.com		903-457-2575

Part 2: Certification and Incorporation

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

Authorized Official:

First name	M.I.	Last name	Title
Demetrus		Liggins	Superintendent
Telephone #	Email address		FAX #
903-457-2526	ligginsd@greenvilleisd.com		903-457-2575
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 116-905 | 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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input 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

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: <input type="checkbox"/>	No: <input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-905 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
	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

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

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

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<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 General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification 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 Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-905	Amendment # (for amendments only):
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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 applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who primarily attend schools eligible under the original grant application and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.
9.	The applicant provides assurance that the program will comply with all statutory and program assurances outlined in the Cycle 9, Year 1, Standard Application System.
10.	Each center will serve the number of "regular" students and the number of adult parents/family members per year as stated in the original approved grant application or subsequent amendments. The centers and feeders will be those approved in the original grant application or subsequent amendments to schedule #21.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 116-905	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 116-905			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 116-905 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) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the “When to Amend the Application” guidance posted in the Amendment Submission Guidance section of the 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	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 116-905 Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 116-905 | Amendment # (for amendments only):

Part 1. Summary of Changes. Describe how your planned continuation program is different from the program you were initially funded to deliver. Type N/A if you plan to make no changes to your program. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

#	Description of Change	Reason for Change
1.	<p>For the final year of the Cycle 9 grant, the addition of the Katherine G. Johnson STEM Academy is requested to replace Travis Elementary, which is being combined with Sixth Grade Center. This is to accommodate the approximate 20% loss in ACE enrollment from Bowie, Crockett and Lamar Campuses as a result of the addition of the STEM Academy. The program would have 50 regular students and is a Title One campus with 59% of students categorized as Economically Disadvantaged. The total number of Greenville ISD campuses will remain at 7. The number of Site Coordinators will stay the same. And the number of required regular students will stay the same.</p>	<p>Bowie, Crockett, Lamar and Travis enrollment was affected this year with the addition of the STEM school. However, the STEM Academy change primarily affects Travis as it has a smaller population than Bowie, Crockett, and Lamar. Travis only would be decreased, while Crockett and Lamar would hold their original grant numbers. Bowie would be increased due to the addition of the Bilingual Program now being moved to the Bowie campus. Having an ACE program at the STEM school would allow more students from low socio-economic backgrounds in the district to attend this campus. Currently these families report that they cannot move their children to the STEM school because they would lose their ACE afterschool program. Having an ACE program at the STEM school would give families of low socio-economic background more choices in their child's educational opportunities and in effect, help level the playing field.</p>
2.	<p>Increase the current number of regular students at Bowie Elementary from 120 to 140 students to accommodate incoming bilingual students attending the Bilingual Program currently housed at Travis.</p>	<p>Bowie decreased in enrollment like Crockett, Travis and Lamar due to the addition this year of the STEM School. Unlike Crockett and Lamar, it will increase next year due to the implementation of the Bilingual Program on that campus. Due to this change, ACE students from Travis will now be on the Bowie campus. Increasing the numbers on the Bowie Campus will help us to serve students from Travis currently in the ACE program.</p>
3.	<p>Decrease the combined current number of Travis Elementary and Sixth Grade Center students from 200 to 130 to offset the number of students (33%) leaving Travis to attend the Bilingual Program at Bowie Elementary and who (15%) will be attending the STEM school. The change will also reflect the consolidation of Travis Elementary and Sixth Grade Center.</p>	<p>The change will align with the Board of Trustees consolidation of Travis Elementary and Sixth Grade Center and allow us to assign one Site Coordinator on that campus instead of two. In addition, the change will allow us to place resources on the other campuses that have increased in student enrollment so that the students that have been served under the Year One, Cycle 9 grant and Cycle 7 grants can continue to be served.</p>

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 116-905				Amendment # (for amendments only):		
Program authority: PL 107-110, Elementary and Secondary Education Act – 1965, amended by No Child Left Behind – 2001, Title IV, Part B						
Grant period: August 1, 2018, to July 31, 2019				Fund code/shared services arrangement code: 265/352		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,109,330	\$	\$1,109,330	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$6,590	\$16,975	\$23,565	\$
Schedule #9	Supplies and Materials (6300)	6300	\$100,000	\$	\$100,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$103,280	\$	\$103,280	\$
Schedule #11	Capital Outlay (6600)	6600				\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Total direct costs:			\$1,319,200	\$16,975	\$1,336,175	\$
Percentage% <u>indirect costs</u> (see note):			N/A		\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,319,200	\$16,975	\$1,336,175	\$
Shared Services Arrangement						
6493	Payments to member districts of shared services arrangements		\$	\$	\$	\$
Administrative Cost Calculation						
Enter the total grant amount requested:					\$1,336,175	
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:					\$66,808	

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

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

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 116-905			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director (required)	1		\$75,000	\$
5	Site coordinator (required)	7		\$350,000	\$
6	Family engagement specialist (required)	1		\$50,000	\$
7	Secretary/administrative assistant			\$	\$
8	Data entry clerk			\$	\$
9	Grant accountant/bookkeeper			\$	\$
10	Evaluator/evaluation specialist			\$	\$
Auxiliary					
11	Counselor			\$	\$
12	Social worker			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
13	ESC specialist/consultant			\$	\$
14	ESC coordinator/manager/supervisor			\$	\$
15	ESC support staff			\$	\$
16	ESC other			\$	\$
17	ESC other			\$	\$
18	ESC other			\$	\$
Other Employee Positions					
19	STEM Specialist			\$45,000	\$
20	Title			\$	\$
21	Title			\$	\$
22	Subtotal employee costs:			\$520,000	\$
Substitute, Extra-Duty Pay, Benefits Costs					
23	6112	Substitute pay		\$	\$
24	6119	Professional staff extra-duty pay		\$250,581	\$
25	6121	Support staff extra-duty pay		\$338,749	\$
26	6140	Employee benefits		\$	\$
27	61XX	Tuition remission (IHEs only)		\$	\$
28	Subtotal substitute, extra-duty, benefits costs			\$589,330	\$
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			1,109,330	\$

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 #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 116-905		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA’s approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Evaluator	\$16,975	\$
2	W.Walworth Harrison Public Library	\$6,590	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$23,565	\$
(Sum of lines a, b, and c) Grand total		\$23,565	\$

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

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<u>Schedule #9—Supplies and Materials (6300)</u>			
County-District Number or Vendor ID: 116-905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	100,000	\$
Grand total:		100,000	\$

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

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<u>Schedule #10—Other Operating Costs (6400)</u>			
County-District Number or Vendor ID: 116-905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$11,640	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$
6495	Cost of membership in civic or community organizations Specify name and purpose of organization:	\$	\$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$	\$
Subtotal other operating costs requiring specific approval:		\$11,640	\$
Remaining 6400—Other operating costs that do not require specific approval: In-state travel and daily bus transportation		\$91,640	\$
Grand total:		\$103,280	\$

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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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 116-905			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

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 #18—Equitable Access and Participation				
County-District Number or Vendor ID: 116-905			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	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 checked="" 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 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: 116-905			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 type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>

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

County-District Number or Vendor ID: 116-905 Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	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"/>

Barrier: Drug-Related Activities

#	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 checked="" 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"/>

Barrier: Visual Impairments

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

County-District Number or Vendor ID: 116-905 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 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 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 type="checkbox"/>
H99	Other (specify)	<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: 116-905			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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-905 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 type="checkbox"/>	<input 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 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 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 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 GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-905 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	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 116-905	Amendment number (for amendments only):
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Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant’s boundary (enter “0” if none): **4**

Initial Phase Contact Methods

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

<input checked="" 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 method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant’s boundary (enter “0” if none):

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

Total Nonprofit Participants

Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>

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

Participant Consultation: Development and Design Phase Consultation Methods

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

<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):

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

- How children’s needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be academically assessed, and how the results of that assessment will be used to improve those services
- The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services
- The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools
- How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers
- How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor
- Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)					
County-District Number or Vendor ID: 116-905			Amendment number (for amendments only):		
Part 3: Services and Benefits Delivery					
Designated Places/Sites					
<input type="checkbox"/> Public school		<input type="checkbox"/> Private nonprofit school		<input type="checkbox"/> Neutral site	
<input type="checkbox"/> Other (specify):					
Designated Times					
<input type="checkbox"/> Regular school day		<input type="checkbox"/> Before school day		<input type="checkbox"/> After school day	
<input type="checkbox"/> Summer vacation		<input type="checkbox"/> Other (specify):			
Part 4: Selection Criteria/Activity Timeline					
#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date
Part 5: Differences in Program Benefits Provided to Public and Private Schools					
Select the one appropriate box below.					
<input type="checkbox"/> There are no differences between the program benefits provided to the public school students and the private school students.					
<input type="checkbox"/> There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)					
Description of Difference in Benefits			Reason for the Difference in Benefits		
1			1		
2			2		
3			3		
4			4		
5			5		

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Schedule #21—Program Information Addendum

County-district number or vendor ID: 116-905	Amendment # (for amendments only):
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This schedule is an addendum to the grant application. It is used to collect information helpful to the TEA program area in implementing the program. **For competitive applications, information entered on this schedule will not be reviewed or scored. For all applications, information entered on this schedule is not available to the TEA personnel negotiating the grant.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Part 1: Program Evaluation and Change Summary

The application guidelines for this program state that local programs “shall undergo a periodic evaluation to assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. The results of the local evaluation must be used to refine, improve, and strengthen the local program...Results may be used by the state to recommend improvements and determine whether a subgrant is eligible to be renewed under future continuation applications.” Please provide a brief summary of evaluation activities and findings to date, whether negative or positive. Then, explain how the program plans to use these results to refine, improve, and strengthen the local program during Year 3.

Schedule 21, Part 1 Part 1: Program Evaluation and Change Summary

Finding	Recommendation to refine, improve and strengthen.
After analysis of the information received in the Local Evaluation Advisory Group, the Project Director and Evaluator determined that the GISD ACE program could benefit by utilizing an observational protocol that was tailored to afterschool, but still aligned with school day objectives.	After researching several afterschool observational systems, GISD ACE will implement the Weikart system of observation and program improvement for the 2018-2019 school calendar year. Implementation will begin with training during the summer of 2018.
A two year analysis of teacher tutoring from 16-17 to 17-18, showed an overall 12% decrease in certified teacher tutoring hours, with two schools showing a 69% and 56% decrease.	Term 2 the ACE team implemented incentives at one of the schools to address the decline in tutoring. This resulted in increased tutoring hours when compared to Term 1. It is recommended that those incentives be applied to other ACE campuses for the 2018-2019 school year. The success of the approach will be measured by Teacher Satisfaction Surveys.
After analysis of the Session Flow, # 4, “Staff Explanation of Activity” of the Weikart Academic Skill-Building Youth PQA, Project Director, Evaluator and Site Coordinators recorded a need for improvement in staff implementation of this area.	Focus more resources and observations on Engagement, Anticipatory Sets, and Closure Activities as measured by newly implemented Weikart protocol.
After analysis of the “Higher Order Thinking #3 and the Active Engagement #2” sections of the Weikart Academic Skill-Building Youth PQA, Project Director, Evaluator and Site Coordinators recorded a need for improvement in staff implementation of this area.	Research and Implement new techniques and strategies to improve student to student reflections and student led learning. HOT questioning during activities will utilize district, state and Y4Y trainings.
After analysis of MOUs with community partners, Evaluator and Project Director determined that increased partnerships with area law enforcement and juvenile justice leaders could lead to improved relationships between the community and youth.	Increase partnerships with law enforcement and community based organizations such as Greenville Police Department Kid’s Camp and Juvenile Justice conferences.

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Schedule #21—Program Information Addendum

County-district number or vendor ID: 116-905	Amendment # (for amendments only):
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Part 2: Budget Table & Narrative

Fiscal Agent	Greenville ISD
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In the table on the following page, enter specific amounts for the Grantee-Level Fixed Costs, Center-Level Fixed Costs and Per Student Variable Costs and Total Student Variable Costs as requested. The information provided here will be used to determine reasonableness of budget items and spread of costs across centers as well as for calculate any funding reduction for year 2. Note: Funding limits were determined for Cycle 9 grantees based on the assumption of these three cost components necessary to operate a high quality ACE program. The maximum an applicant can apply for is \$1,800,000; and the maximum amounts for the three cost categories are provided as guidance for budgeting:

- Grantee-Level Fixed Costs – not to exceed \$170,000 per grant
- Center-Level Fixed Costs – not to exceed \$80,000 per center
- Per Student Variable Costs – not to exceed \$1,000 per student served

Step 1: Enter FISCAL AGENT and CENTER NAMES.

Step 2: Enter the number of REGULAR STUDENTS that are required to be served at each center.

Step 3: Enter GRANTEE-LEVEL FIXED COSTS for Year 2. These include salary and benefits for Project Director, Family Engagement Specialist, and other administrative staff; travel expenses for PD and FES to attend all required conferences and trainings; costs for technology, copies, and office supplies used by grantee level staff.

Step 4: Enter the budget for CENTER-LEVEL FIXED COSTS for Year 2 FOR EACH CENTER. These include salary inclusive of benefits for one full-time Site Coordinator per center; travel expenses for the Site Coordinator to attend all required conferences and trainings; technology, costs to provide family engagement activities; facility costs such as rent, utilities, etc.; and costs for each center to fund an independent evaluation.

Step 5: Enter the **TOTAL** STUDENT VARIABLE COSTS BY CENTER. These include salary or fees paid to instructors and other partners who provide programming and services to students at each center; costs for technology, supplies, nutritional snacks, etc. provided at each center; and transportation costs if needed to transport students to/from each center.

Step 6: Enter the budget **PER** STUDENT VARIABLE COSTS BY CENTER. This is the Total Student Variable Cost by Center divided by the number of regular students by Center. This number should be lower than the maximum budget limit per student served (less than \$1,000).

Step 7: Enter the Year 2 TOTAL GRANT AWARD for your fiscal agent. Insert Totals at end of the Budget Chart.

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Schedule #21—Program Information Addendum

County-district number or vendor ID: 116-905 Amendment # (for amendments only):

Part 2: Budget Table & Narrative, cont.

Fiscal Agent	Greenville ISD						
Center Number	Center Name	#Regular Students (Must equal or exceed Year 1)	Grantee-Level Fixed Costs (not to exceed \$170,00 per center)	Center-Level Fixed Costs (not to exceed \$80,000 per center)	Total Student Variable Costs by Center	Per Student Variable Costs by Center (not to exceed \$1,000 per center)	Total Grant Award
			\$169,999.8				
C1	Bowie Elementary	140		\$80,000	117,867.4	\$841.91	
C2	Crockett Elementary	110		\$80,000	92,610.1	\$841.91	
C3	Lamar Elementary	120		\$80,000	101,029.2	\$841.91	
C4	Travis Elementary/Sixth Grade Center	130		\$80,000	109,448.3	\$841.91	
C5	Johnson STEM	50		\$80,000	42,095.5	\$841.91	
C6	Greenville Middle School	90		\$80,000	75,771.9	\$841.91	
C7	Greenville High School	80		\$80,000	67,352.8	\$841.91	
TOTAL			\$169,999.8	\$560,000	606,175.2	=	\$1,336,175
Note: Total Grant Award should equal the sum of all Grantee-Level Fixed Costs, Center-Level Fixed Costs and Total Student Variable Costs				SUM all Centers	SUM all Centers		Total Grant Award

Budget Narrative: Provide a broad overview of the process that was used to determine the Year 3 budget.

The GISD Board of Directors and Superintendent have led restructuring in the district over the past 1.5 years. The changes directly impacting the ACE program are: 1) A new elementary STEM academy which has reduced enrollment on the pre-existing four ACE elementary campuses, 2) Relocating the elementary Bilingual Program from Travis Elementary to Bowie Elementary, and 3) Combining the Sixth Grade Center and Travis Elementary. It is important to note that the GISD ACE grant **is not adding new positions or decreasing** the amount of students served. The GISD ACE grant proposes changes so that **the students the original grant was intended for will continue to be** served in the district.

The ACE grant proposes restructuring in the following ways:

1) Adding the Johnson STEM Academy as an ACE Site to serve 50 students from Travis, Bowie, Lamar and Crockett who have left their home campuses to attend the STEM Academy. The Johnson STEM Academy is a Title One school with 59% Economically Disadvantaged students and a projected enrollment for 2018-2019 of 264. Total added: 50 students. 2) Increase the number of students served at Bowie Elementary from 120 to 140 to accommodate students from Travis due to the Bilingual Program. Bowie is part of the Cycle 9 grant. Total added: 20 students. 3) Reduce the combined number of students at the newly restructured Travis Elementary/Sixth Grade Center from 200 to 130, to reflect the students at Travis leaving this school to attend the STEM Academy and the new Bilingual Program at Bowie.

School	Title One Qualify	Current Regular Students	Proposed Regular Students	Decrease Regular Students	Increase Regular Students	Current Site Coord.	Proposed Site Coord.	Current Student Variable Cost increase or decrease
Bowie	yes	120	140	0	20	1	1	+20,000
Travis/Sixth combined	yes	200	130	70	0	2	1	--70,000
STEM	yes	0	50	0	50	0	1	+50,000
Total all campuses	all	720	720	70	70	7	7	0

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Schedule #21—Program Information Addendum (cont.)

County-district number or vendor ID: 116-905	Amendment # (for amendments only):
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Part 2: Budget Table & Narrative, cont.

Cost Category	Provide a brief narrative description of the budget items that are included in each of the three major cost categories.
Grantee-Level Fixed Costs	It is necessary to have appropriate funding available to cover the salary and benefits of a full time Project Director and Family Engagement Specialist. In lieu of other administrative staff, Greenville ISD ACE has continued to fund the approved position of STEM Specialist. The STEM Specialist is a critical human resource that supports and guides the efforts of Science, Technology, Engineering and Math at each one of the seven ACE campuses. In addition, travel costs for the Project Director, Family Engagement Specialist and STEM Specialist are critical to collaborating and sharing skills and expertise with other Texas ACE campuses and other states around the country. The salaries of the Project Director, Family Engagement Specialist (\$50,000), and STEM Specialist (\$45,000) equal 169,999.8.
Center-Level Fixed Costs	To determine the Center-Level Fixed Cost, \$80,000 per site was multiplied by the number of centers the program. These costs will cover the salary of the Site Coordinator, Travel, Partnerships that support the grant, and the cost of the Independent Evaluator. Center-level costs will equal \$560,000 total.
Total Student Variable Costs	Total Student Variable Cost is based on 720 students in the program. The number is based on the cost of tutors per hour (\$22.00), the cost of ACE Activity Engagement Aides (\$10.00-\$11.00 per hour), technology per site, day to day supplies per site, cost of transportation, snacks per site, and the cost of any field trips. We are granted for 720 students. Multiplied by \$841.91 Variable per student costs gives the program a total of \$606,175.2 .

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Schedule #21—Program Information Addendum, (cont.)

County-district number or vendor ID: 116-905 Amendment # (for amendments only):

Part 3: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Ctr #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone (must be the original eligible centers from Year 1 unless changes are approved by TEA)	# of Feeder Schools (must include all Year 1 feeders)	Grade Levels Served (PK to 12)	#Students to be Served (Must equal or exceed Year 1)	# Adults to be Served (Must equal or exceed Year 1)
1	116905102	Bowie Elementary 6005 Stonewall Street, Greenville, TX 75402	0	K-5	140	75
2	116905103	Crockett Elementary 1316 Wolfe City Drive, Greenville, TX 75401	0	K-5	110	75
3	116905106	Lamar Elementary 6321 Jack Finney Blvd., Greenville, TX 75402	0	K-5	120	75
4	116905107	Travis Elementary/Sixth Grade Center 3201 Stanford Street, Greenville, TX 75401	0	K-6	130	75
5	116905114	Katherine G. Johnson STEM Academy 9315 Jack Finney Blvd., Greenville, TX 75402	0	K-5	50	30
6	116905041	Greenville Middle School 3611 Texas Street, Greenville, TX 75401	0	7-8	90	45
7	116905002	Greenville High School 3515 Lion's Lair, Greenville, TX 75402	0	9-12	80	35
8						
9						
10						

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Schedule #21—Program Information Addendum (cont.)

County-district number or vendor ID: 116-905 Amendment # (for amendments only):

Part 4: Center Operations Table

(Copy and paste this table and update the center number as needed to report one table for each center.)

Center 1 Name: Bowie Elementary												
Program Operations					Fall Term		Spring Term		Summer Term		Total	
Start Date (MM/DD/YY):					08/20/2018		01/08/2019		05/27/2019			
End Date (MM/DD/YY):					12/21/2018		05/23/2019		07/05/2019			
Total number of weeks: (must meet or exceed original Year 1 weeks)					15		18		6		39	
Program Schedule/Hours												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Sunday												
Monday			3:15	6:15			3:15	6:15	7:30			2:00
Tuesday			3:15	6:15			3:15	6:15	7:30			2:00
Wednesday			3:15	6:15			3:15	6:15	7:30			2:00
Thursday			3:15	6:15			3:15	6:15	7:30			2:00
Friday			3:15	6:15			3:15	6:15	7:30			2:00
Saturday												
Total Hours Per Week: (must meet or exceed Year 1 weeks)	15				15				32.5			
Number of Saturdays Per Month:												

Center 2 Name: Crockett Elementary												
Program Operations					Fall Term		Spring Term		Summer Term		Total	
Start Date (MM/DD/YY):					08/20/2018		01/08/2019		05/27/2019			
End Date (MM/DD/YY):					12/21/2018		05/23/2019		07/05/2019			
Total number of weeks: (must meet or exceed original Year 1 weeks)					15		18		6		39	
Program Schedule/Hours												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Sunday												
Monday			3:15	6:15			3:15	6:15	7:30			2:00
Tuesday			3:15	6:15			3:15	6:15	7:30			2:00
Wednesday			3:15	6:15			3:15	6:15	7:30			2:00
Thursday			3:15	6:15			3:15	6:15	7:30			2:00
Friday			3:15	6:15			3:15	6:15	7:30			2:00
Saturday												
Total Hours Per Week: (must meet or exceed Year 1 weeks)	15				15				32.5			
Number of Saturdays Per Month:												

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Center 3 Name: Lamar Elementary												
Program Operations					Fall Term		Spring Term		Summer Term		Total	
Start Date (MM/DD/YY):					08/20/2018		01/08/2019		05/27/2019			
End Date (MM/DD/YY):					12/21/2018		05/23/2019		07/05/2019			
Total number of weeks: (must meet or exceed original Year 1 weeks)					15		18		6		39	
Program Schedule/Hours												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Sunday												
Monday			3:15	6:15			3:15	6:15	7:30			2:00
Tuesday			3:15	6:15			3:15	6:15	7:30			2:00
Wednesday			3:15	6:15			3:15	6:15	7:30			2:00
Thursday			3:15	6:15			3:15	6:15	7:30			2:00
Friday			3:15	6:15			3:15	6:15	7:30			2:00
Saturday												
Total Hours Per Week: (must meet or exceed Year 1 weeks)	15				15				32.5			
Number of Saturdays Per Month:												
Center 4 Name: Travis Elementary/Sixth Grade Center												
Program Operations					Fall Term		Spring Term		Summer Term		Total	
Start Date (MM/DD/YY):					08/20/2018		01/08/2019		05/27/2019			
End Date (MM/DD/YY):					12/21/2018		05/23/2019		07/05/2019			
Total number of weeks: (must meet or exceed original Year 1 weeks)					15		18		6		39	
Program Schedule/Hours												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Sunday												
Monday			3:15	6:15			3:15	6:15	7:30			2:00
Tuesday			3:15	6:15			3:15	6:15	7:30			2:00
Wednesday			3:15	6:15			3:15	6:15	7:30			2:00
Thursday			3:15	6:15			3:15	6:15	7:30			2:00
Friday			3:15	6:15			3:15	6:15	7:30			2:00
Saturday												
Total Hours Per Week: (must meet or exceed Year 1 weeks)	15				15				32.5			
Number of Saturdays Per Month:												

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Center 5 Name: Katherine G. Johnson STEM Academy												
Program Operations					Fall Term		Spring Term		Summer Term		Total	
Start Date (MM/DD/YY):					08/20/2018		01/08/2019		05/27/2019			
End Date (MM/DD/YY):					12/21/2018		05/23/2019		07/05/2019			
Total number of weeks: (must meet or exceed original Year 1 weeks)					15		18		6		39	
Program Schedule/Hours												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Sunday												
Monday			3:15	6:15			3:15	6:15	7:30			2:00
Tuesday			3:15	6:15			3:15	6:15	7:30			2:00
Wednesday			3:15	6:15			3:15	6:15	7:30			2:00
Thursday			3:15	6:15			3:15	6:15	7:30			2:00
Friday			3:15	6:15			3:15	6:15	7:30			2:00
Saturday												
Total Hours Per Week: (must meet or exceed Year 1 weeks)	15				15				32.5			
Number of Saturdays Per Month:												
Center 6 Name: Greenville Middle School												
Program Operations					Fall Term		Spring Term		Summer Term		Total	
Start Date (MM/DD/YY):					08/20/2018		01/08/2019		05/27/2019			
End Date (MM/DD/YY):					12/21/2018		05/23/2019		07/05/2019			
Total number of weeks: (must meet or exceed original Year 1 weeks)					15		18		6		39	
Program Schedule/Hours												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Sunday												
Monday			3:30	6:30			3:30	6:30	7:30			2:00
Tuesday			3:30	6:30			3:30	6:30	7:30			2:00
Wednesday			3:30	6:30			3:30	6:30	7:30			2:00
Thursday			3:30	6:30			3:30	6:30	7:30			2:00
Friday			3:30	6:30			3:30	6:30	7:30			2:00
Saturday												
Total Hours Per Week: (must meet or exceed Year 1 weeks)	15				15				32.5			
Number of Saturdays Per Month:												

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Center 7 Name: Greenville High School												
Program Operations					Fall Term		Spring Term		Summer Term		Total	
Start Date (MM/DD/YY):					08/20/2018		01/08/2019		05/27/2019			
End Date (MM/DD/YY):					12/21/2018		05/23/2019		07/05/2019			
Total number of weeks: (must meet or exceed original Year 1 weeks)					15		18		6		39	
Program Schedule/Hours												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Sunday												
Monday	7:20	8:15	3:45	6:00	7:20	8:15	3:45	6:00	7:30			2:00
Tuesday	7:20	8:15	3:45	6:00	7:20	8:15	3:45	6:00	7:30			2:00
Wednesday	7:20	8:15	3:45	6:00	7:20	8:15	3:45	6:00	7:30			2:00
Thursday	7:20	8:15	3:45	6:00	7:20	8:15	3:45	6:00	7:30			2:00
Friday	7:20	8:15	3:45	6:00	7:20	8:15	3:45	6:00	7:30			2:00
Saturday												
Total Hours Per Week: (must meet or exceed Year 1 weeks)	15 hours 25 minutes				15 hours 25 minutes				32.5			
Number of Saturdays Per Month:												

Schedule #21—Program Information Addendum (cont.)		
County-district number or vendor ID: 116-905		Amendment # (for amendments only):
Part 5: Adjunct Site Overview		
In the space (s) provided below, applicants must enter information on each adjunct site that will be utilized by the proposed centers. Replicate this chart if additional adjunct sites will be used.		
Adjunct Site # 1	Adjunct Site Name:	9 Digit Campus ID# (if applicable):
Physical Address:		Frequency Used:
Centers that use Adjunct Site:		Anticipated # Students to be served:
Reason for Using Adjunct Site:		
Adjunct Site # 2	Adjunct Site Name:	9 Digit Campus ID# (if applicable):
Physical Address:		Frequency Used:
Centers that use Adjunct Site:		Anticipated # Students to be served:
Reason for Using Adjunct Site:		
Adjunct Site # 3	Adjunct Site Name:	9 Digit Campus ID# (if applicable):
Physical Address:		Frequency Used:

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Centers that use Adjunct Site:		Anticipated # Students to be served:
Reason for Using Adjunct Site:		
Adjunct Site # 4	Adjunct Site Name:	9 Digit Campus ID# (if applicable):
Physical Address:		Frequency Used:
Centers that use Adjunct Site:		Anticipated # Students to be served:
Reason for Using Adjunct Site:		
Adjunct Site # 5	Adjunct Site Name:	9 Digit Campus ID# (if applicable):
Physical Address:		Frequency Used:
Centers that use Adjunct Site:		Anticipated # Students to be served:
Reason for Using Adjunct Site:		

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