

REQUEST FOR APPLICATION

Part 4: Standard Application System (SAS)

PLEASE DO NOT INCLUDE THIS PAGE WITH YOUR APPLICATION

IMPORTANT



**We want you to be successful.
Please take one more look at your application!**

<i>Deadline</i>	Tuesday, February 15, 2011
<i>Submission</i>	Complete applications must be received in TEA's Document Control Center on or before 5:00 PM (Central Time) on the deadline date indicated in the RFA.
<i>Application</i>	<ul style="list-style-type: none">• Each copy of application must be stapled or binder clipped in upper left corner.• No binding of application in a notebook or folder.• No cover sheet, table of contents, or divider pages.• Must address all statutory requirements.• Narrative Schedules: Must use required forms provided. No missing schedules. No font sizes smaller than 9 points, Arial or Verdana. No handwritten schedules; they must be typed. Must conform to specified format. Must not exceed specified page limitations.
<i>Number of Copies</i>	6 complete copies must be received in TEA by 5:00 PM (Central Time) on the deadline date.
<i>Signature</i>	Schedule #1—at least 3 copies of the application must have an original signature of the person authorized to bind the applicant in a contract.
<i>Provisions & Assurances (Schedules 6A-6F)</i>	Read these carefully and include in all pages of each copy of the application.
<i>Contact Person</i>	If you have any questions, please contact: Sarah Averill, Grant Manager (512) 463-9269 sarah.averill@tea.state.tx.us

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For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Year 2011–2012	Organization Name	County-District#
		9-Digit Vendor ID#	ESC Region
NOGA ID# (Assigned by TEA)		Amendment #	
by telephone/email/FAX on _____ by _____ of TEA.			

Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #1 – General Information

Use of the Standard Application System: This system provides a series of standard schedules to be used as formats by applicants who apply for funds administered by the Texas Education Agency. If additional clarification is needed, please call 512-463-9269.

Program Authority: PL 107-110, Title IV, Part B, 21st Century Community Learning Centers

Project Beginning Date: July 1, 2011

Project Ending Date: June 30, 2012

Part 1: Index to the Application

An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application column next to the schedule(s) being submitted as part of the amendment.

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
2	Certification for Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
3	Purpose of Amendment	NA	X
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
4E	Private Nonprofit School Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

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 Provisions and Assurances, Debarment and Suspension, lobbying 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

Typed First Name	Initial	Last Name	Title
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
Only the legally responsible party may sign this application.			

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m, Tuesday, **February 15, 2011**:

Texas Education Agency
 William B. Travis Bldg.
 Document Control Center, Room 6-108
 1701 North Congress Avenue
 Austin, Texas 78701-1494

 TEA DOCUMENT CONTROL NO.

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #1—General Information

Part 2: List of Required Fiscal-Related Attachments and Assurances

For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the application has been submitted. Attach all required attachments to the **back** of the application as an appendix.

1 <input type="checkbox"/>	Proof of Nonprofit Status
	<p>a. Required for all nonprofit organizations, excluding open-enrollment charter schools and school districts: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)</p> <p>b. Open-enrollment charter schools operated by a nonprofit organization must have the proper proof of nonprofit status on file with the TEA Division of Charter School Administration. Check box to indicate that the open-enrollment charter school is in compliance with the proof of nonprofit status.</p>
2 <input type="checkbox"/>	Assurance of Compliance with Annual Financial Audit (applies to federally funded grants)
	<p>Required for all ISDs, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards.</p>
3 <input type="checkbox"/>	Proof of Financial Stability (applies to federally funded grants)
	<p>All applicants for federally funded discretionary grants must be deemed by TEA to be financially stable at the initial time of preliminary selection for funding in order to receive a grant award. A competitive or continuation grant will not be awarded to an entity that is not financially stable as determined by the TEA Division of Financial Audits at the initial time the determination is made, regardless of the final score or ranking of the application. Financial stability will be considered before a grant award is issued for each year of subsequent continuation funding and is a pre-condition for award.</p> <p>a. A school district or open-enrollment charter school shall demonstrate financial stability if the district's or charter school's FIRST rating for at least one of the two most recent years rated is Standard Achievement, Above Standard, or Superior Achievement. Check box to indicate that the school district or open-enrollment charter school is in compliance with the FIRST rating demonstrating proof of financial stability.</p> <p>b. New organizations or new charter schools that have not yet had their first annual audit or are not yet rated under FIRST may submit alternate documentation as described in Part 1: General and Fiscal Guidelines, Conditions for Submission of Applications. Check box to indicate that a copy of the most recent audit or compilation report is attached as applicable. (See Part 1: General and Fiscal Guidelines for details.)</p> <p>c. Required for all nonprofit and for-profit organizations: Check box to indicate that a copy of the most recent audit or compilation report and independent auditor's opinion is attached as applicable. (See Part 1: General and Fiscal Guidelines, Conditions for Submission of Application for details.)</p>
4 <input type="checkbox"/>	Assurance of Submittal of Reviewer Information Form
	<p>Required for all applicants of a competitive grant: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Tuesday, January 18, 2011. (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)</p>

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by telephone/email/FAX on _____ by _____ of TEA.					School Year 2011–2012	
Texas 21st Century Community Learning Centers, Cycle 7, Year 1						
Schedule #1—General Information						
Part 4: Applicant Information						
Organization Information						
Organization Name _____						
Mailing Address Line – 1		Mailing Address Line – 2		City	State	Zip Code
U.S. Congressional District Number		Primary DUNS Number				
Campus Name (if application is for a single campus-based project)				Campus Number		
Mailing Address Line – 1		Mailing Address Line – 2		City	State	Zip Code
Applicant Contacts						
Primary Contact						
First Name		Initial	Last Name		Title	
Telephone		Fax		Email		
Mailing Address Line – 1		Mailing Address Line – 2		City	State	Zip Code
Secondary Contact						
First Name		Initial	Last Name		Title	
Telephone		Fax		Email		
Mailing Address Line – 1		Mailing Address Line – 2		City	State	Zip Code

<p style="text-align: center;">For TEA Use Only</p> <p>Adjustments and/or annotations made on this page have been confirmed with _____</p> <p>by telephone/FAX on _____</p> <p>by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Year 2011–2012</p>	<p style="text-align: right;">_____ County-District No. or Vendor ID</p> <p style="text-align: right;">_____ Amendment No.</p>
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**Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #2—Shared Services Arrangement (SSA) Certification**

I, as one of the above member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the local educational agency (LEA) that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the 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 entities have entered into a written SSA which 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, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member entities 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 Schedules #6A and #6F as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

Part 1: Participant List

#	County-District # And Name	Authorized Official Name And Signature	Telephone Number And Email Address	Funding Amount
Fiscal Agent				
1		Signature		
Member Districts				
2		Signature		
3		Signature		
4		Signature		
5		Signature		
6		Signature		
7		Signature		
8		Signature		
9		Signature		
10		Signature		
Grand total:				

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #3—Purpose of Amendment

Part 1: Schedules Amended (Check all schedules that are being amended.)

This schedule is not to be submitted with the grant application. It is to be submitted after a grant is awarded and negotiated, when the grantee must change an element of the approved grant application. Please see Part 3: Schedule Instructions for more information on when an amendment is/is not required.

An amendment is effective on the day it is received by TEA in substantially approvable form. All amendments are subject to review and approval by TEA. The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended.

- | | |
|--|---|
| <input type="checkbox"/> Schedule #1—General Information
<input type="checkbox"/> Schedule #2—Certification of Shared Services Arrangement
<input type="checkbox"/> Schedule #3—Purpose of Amendment
<input type="checkbox"/> Schedule #4—Program Requirements
<input type="checkbox"/> Schedule #4A—Program Abstract
<input type="checkbox"/> Schedule #4B—Program Description
<input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation
<input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #4E—Private Nonprofit Schools
<input type="checkbox"/> Schedule #5—Program Budget Summary
<input type="checkbox"/> Schedule #5B—Payroll Costs 6100
<input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200
<input type="checkbox"/> Schedule #5D—Supplies and Materials 6300
<input type="checkbox"/> Schedule #5E—Other Operating Costs 6400
<input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
|--|---|

NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

Line No.	Sch. No.	Class/ Object Code	A Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200				
03	5D	6300				
04	5E	6400				
05	5G	6600/15XX				
06	Total Direct Costs		\$	\$	\$	\$
07	Indirect Cost (%)					
08	Total Costs		\$	\$	\$	\$

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #3—Purpose of Amendment

Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.

<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code (i.e., 6100-6600) on Schedule #5—Budget Summary by more than 25% of the current amount approved in the class/object code
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B–5G)
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.
<input type="checkbox"/>	8. Reduction of funds allotted for training costs
<input type="checkbox"/>	9. Change in construction costs
<input type="checkbox"/>	10. Additional funds needed
<input type="checkbox"/>	11. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval
<input type="checkbox"/>	12. Request to extend the ending date of the grant

	From Ending Date:		To Extended Date:	
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Part 4: Amendment Justification

The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

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<p>by telephone/email/FAX on _____ by _____ of TEA.</p>		

Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information. Summary of grant program information is provided here for purposes of reference. No input is required from the applicant.

Summary of Program: Purpose and Goals

The 21st CCLC grant serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. According to the U.S. Department of Education (USDE), the purpose of the program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-need, high-poverty and low-performing schools, to meet state and local student standards in core academic subjects. A community learning center is an entity that assists students outside school hours or when school is not in session to complement the student's regular academic program. The 21st CCLC funds will create and expand out-of-school-time programs that offer extended learning opportunities for children and their families.

Title IV, Part B, specifies that 21st CCLC funds are to be used to provide opportunities for communities to establish or expand activities in community learning centers that do the following:

- Provide opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in the core academic subjects of mathematics, reading, science, and social studies.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug- and violence-prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, all designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development. These services can be provided during or after school hours.

Allowable Activities

Allowable Activities may include but are not limited to the following types of activities, which must be offered in each of the four components, as listed below:

Academic assistance: These are services and activities that support all educational areas, as needed, to promote student achievement and success in their school experiences. Programs should create exciting intrinsic motivation to sustain constant student participation.

Enrichment: These are services and activities that provide positive social, cultural, recreational, interpersonal skills, health and wellness, and experiences to enrich and expand students' understanding of life and involvement in community.

Family and parental support services: These are services and activities that support and help to increase the participation of parents in the students' educational experience.

College and workforce readiness: These are services and activities that promote workforce awareness, job and/or college readiness, skills training, preparation for the workforce, and assistance in the attainment of employment and/or funding for college.

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4—Program Summary and Application Requirements

Part 2: Application Requirements List

#	Statutory Requirement Description	Primary Component Where Described (Check One)
1	Describe the before and after school or summer recess activities to be funded, including a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home.	Schedule #4B- Program Description: Program Design
2	Describe how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.	Schedule #4B- Program Description Program Design
3	Describe how the activity is expected to improve student academic achievement.	Schedule #4B- Program Description: Program Design
4	Identify the federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources.	Schedule #4B- Program Description: Program Design or Schedule #4B- Program Description: Project Management
5	Describe how the activities will meet the principles of effectiveness described in section 4205(b).	Schedule #4B- Program Description: Program Design
6	Describe the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate	Schedule #4B- Program Description: Project Management
7	Evaluate the community needs and available resources for the community learning center and describe how the program proposed to be carried out in the center will address those needs (including the needs of working families).	Schedule #4B- Program Description: Needs and Objectives
8	Demonstrate that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.	Schedule #4B- Program Description: Project Management
9	Describe a preliminary plan for how the community learning center will continue after funding under this part ends.	Schedule #4B- Program Description: Project Management
10	If the eligible entity plans to use senior volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers.	Schedule #4B- Program Description: Program Design

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4—Program Summary and Application Requirements

Part 2: Application Requirements List

#	TEA Program Requirement Description	Primary Component Where Described
1. a	In order to select the appropriate centers to include in this grant application, applicants must conduct a thorough community needs assessment, identifying the other out-of-school time (OST) services available in their community, in order to identify the gaps in services and the needs of students, families, and the community.	Schedule #4B- Program Description: Needs and Objectives
2. a	Since these are community learning centers, each grantee must seek feedback and involvement from their community and coordinate with all stakeholders as to the structure of the program, including in the planning & design stages and continuously throughout the project.	Schedule #4B- Program Description: Project Management
2.b	Community stakeholder participation is required in the following areas: creating program awareness, evaluating program effectiveness, and sustainability.	Schedule #4B- Program Description: Project Management
3.a	Both the Project Director and Site Coordinator positions are considered program costs and can only be fulfilled by one person per position; sharing of duties by more than one person for these positions is not allowed. Lead teachers or administrators acting in other capacities during the school day cannot satisfy the requirements of these full-time positions. While these two positions are required and must be FTE positions, it is not a requirement that they be 100% funded by the 21 st CCLC grant. Applicants can leverage funds to offset certain portions of these salaries to allow for things that are unallowable per the OMB circulars such as grant-writing/ fundraising, etc.	Schedule #4B- Program Description: Project Management
3.a v.	Prospective grantees choosing to contract for services with external consultants to oversee program planning, implementation, training and technical assistance may do so only if the services will differ from, expand or increase upon the level of services being provided by the State and/ or the Technical Assistance Provider.	Schedule #4B- Program Description: Project Management
3. b	A project plan operationalizes the grant application at both the grantee (administrative) and center level (one plan must be conducted for each center included in the grant application) and must address the processes, strategies and timelines for the following: Project Management & Oversight and Data Collection & Management.	Schedule #4B- Program Description: Project Management
3.c	Grantees are required to collect participant and program-level data within the designated TEA terms and enter into TX21st, the 21 st CCLC Tracking & Reporting System for submission to the US Department of Education. Project Directors and Site Coordinators are responsible for reviewing and approving data on a routine basis (at least monthly), to ensure data is entered on time and accurately.	Schedule #4B- Program Description: Project Management

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4—Program Summary and Application Requirements

Part 2: Application Requirements List

#	TEA Program Requirement Description	Primary Component Where Described
3.d	Project Directors and Site Coordinators must conduct and document ongoing, internal monitoring of their programs to ensure compliance with requirements and provide feedback to their programs by conducting site observations, data reviews, surveys of stakeholders, etc.	Schedule #4C- Performance Assessment and Evaluation
4.b	Each center must serve the amount of regular students and adult family members per year as stated in the grant application(a regular student is one that attends the program 30 days or more during the school year; adult family members are not required to be “regular” participants). The funding amount in continuation years will be contingent upon the number of students and adult family members served in the prior year.	Schedule #4B- Program Description: Program Design
4.c	Each center must provide a consistent and dependable schedule of weekly activities for program participants (students and adult family members) to be included in the Center Project Plan as stated below: <ul style="list-style-type: none"> i. A minimum of 35 weeks per year (including summer), ii. 4-5 days per week, Sunday through Saturday, for the fall and spring term, iii. A minimum of 12 hours per week (applicants should not propose to offer more than 20 hours of programming per week). NOTE: transportation time in excess of 20 minutes per day shall not be counted towards minimum hours per week of programming, iv. Summer Program: minimum of 4 hours per day, 4 days per week, for a minimum of 4 consecutive weeks. 	Schedule #4B- Program Description: Program Design
4.h	Describe the comprehensive and coordinated activity planning tool that will be used to plan activities that align with all requirements.	Schedule #4B- Program Description: Program Design
5.a	Describe the qualifications and how the Family Engagement Position will be structured to fulfill all requirements of the position.	Schedule #4B- Program Description: Project Management

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

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**Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4—Program Summary and Application Requirements**

Part 3: Program Assurances		
#	Statutory Assurances	
1	The program will take place in a safe and easily accessible facility.	See Schedule #6F— Program-Specific Provisions and Assurances
2	The proposed program was developed, and will be carried out, in active collaboration with the schools the students attend.	
3	The program will primarily target students who attend schools eligible for school-wide programs under section 1114 and the families of such students.	
4	Funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds.	
5	The community will be 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.	
TEA Assurances		
1	A campus needs assessment will be conducted for each campus that will participate as a community learning center, and will align with the needs of the Campus Improvement Plan (CIP). The campus needs assessment must be updated annually during the continuation application process.	See Schedule #6F— Program-Specific Provisions and Assurances
2	Each grant will have a dedicated full-time (FTE = 40 hours per week) Project Director and Site Coordinator (one for each center, unless only one center is submitted for funding in the application) with sufficient experience to manage, coordinate, and oversee all grant activities is required.	
3	Both the Project Director and Site Coordinator positions are considered program costs and can only be fulfilled by one person per position; sharing of duties by more than one person for these positions is not allowed. Lead teachers or administrators acting in other capacities during the school day cannot satisfy the requirements of these full-time positions.	

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**Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4—Program Summary and Application Requirements**

Part 3: Program Assurances		
#	TEA Assurances	
4	Pre-award costs will be allowed as of April 1, 2011 in order for awarded grantees to plan, hire, and train the following required positions: Project Director and Site Coordinator (each a full-time position unless only one center is submitted in the application), and the Family Engagement Specialist (full or part time depending on the number of centers included in the application) in preparation for the July 1, 2011 start date. Pre-award costs can also include general office supplies and equipment for these positions as needed for startup purposes.	See Schedule #6F— Program-Specific Provisions and Assurances
5	Project Plans will address the processes, strategies and timelines for Program Management & Oversight (to include: exact program start/ end dates, hours of operation, total number of weeks, organizational chart describing qualifications of key staff, staff development & training schedule, communication, budgeting, activity planning, & evaluation), and Data Collection & Management. 1st Year Grantees: will submit Project Plans to TEA 30 days prior to the program start date (a planning workshop/ orientation will be held in conjunction with the annual ACE conference in August in Austin, TX which requires attendance of all key players involved with the grant [Administrative, Project Director, Fiscal/ Data]).	
6	Project Plans must be updated annually and will be due within 30 days of the program start date of each subsequent funding year; any deviations to the program start/ end dates, hours of operation, number of weeks section of the project plans must be approved by TEA; reductions from the minimum requirements will not be permitted.	
7	Grantees must complete self-assessments developed by TEA within the designated timeframes (including but not limited to the ACE PRIME Assessment, Program Implementation Assurance, etc).	
8	Project Directors and Site Coordinators must be given copies of the approved application and subsequent continuation application and amendments in order to be kept informed of the application requirements.	
9	Grantees must coordinate with the state Technical Assistance Provider, to include their assigned Technical Assistance Consultants and implement all recommendations as necessary.	
10	Appropriate staff must participate in all surveys and needs assessments developed by the state Technical Assistance Provider on behalf of TEA.	
11	Personnel involved with the development of the application and with a key major role (e.g., business office staff, superintendant, and grant management staff) must attend a mandatory two-day orientation to be held in Austin in August 2011 (details announced upon Notification of Grant Award).	

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**Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4—Program Summary and Application Requirements**

Part 3: Program Assurances		
#	TEA Assurances	
12	Funds must be budgeted for the required attendance of the Project Director and designated Site Coordinators at all trainings, conferences, workshops, and meetings, to include the national and state conferences and other technical assistance trainings as requested by TEA. (The number of training workshops for school year 2011–2012 has not yet been established; however, in addition to the State and National Conference, grantees must budget for at least two regional trainings).	See Schedule #6F— Program-Specific Provisions and Assurances
13	To avoid excessive out-of-state travel costs and to ensure funds are spent appropriately, grantees may only attend up to 2 additional out-of-state conferences that would benefit their ACE Program and must identify and budget for the appropriate number of staff to attend each conference.	
14	Conference attendees will turn-key the information to other ACE program staff (train the trainer model) and incorporate relevant best practices into the program.	
15	All activities for students and adults must begin no later than Tuesday, September 7, 2011, and grantees must maintain the services within the timelines stated in this application. Failure to do so may result in reduced funding, and the allocated funds may be reduced in proportion to the reduction of scope in implementation time.	
16	Each center must serve: <ul style="list-style-type: none"> • A minimum of 35 weeks per year (including summer), • 4-5 days per week, Sunday through Saturday, for the fall and spring term, • A minimum of 12 hours per week (applicants should not propose to offer more than 20 hours of programming per week), NOTE: transportation time in excess of 20 minutes per day shall not be counted towards minimum hours per week of programming, and • Summer Program: minimum of 4 hours per day, 4 days per week, for a minimum of 4 consistent weeks. 	
17	Rotation of student participation, such as restricting attendance by grade level on various days or alternative-day schedules, is not allowed.	
18	Grantees must obtain necessary parental consent for students to participate in the ACE program and ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.	
19	Activities must be a minimum of 45 minutes in length and be planned for each hour a center is open.	

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**Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4—Program Summary and Application Requirements**

Part 3: Program Assurances		
#	TEA Assurances	
20	All activities must be based upon the needs of the campus and in conjunction with the Four-Component Activity Guide and must be balanced, therefore a minimum of one activity from each category must be offered each term.	See Schedule #6F— Program-Specific Provisions and Assurances
21	Activities must be regular, ongoing, and appropriate to the age and grade level of the students to be served and must be provided year round to expand and enhance learning.	
22	Activities must align to the school day curriculum and academic-related activities must align with TEKS whenever possible.	
23	Activities must be supervised by qualified individuals at all times and ensure the appropriate supervising adult to student ratios (22 to 1) are met.	
24	Access to small-group instruction must be designed to provide intervention and accelerated learning for students at risk of academic failure.	
25	A full-time (FTE = minimum 40 hours per week) Family Engagement Specialist position is required for grantees with 5-10 centers. NOTE: grantees requesting funding for less than 5 centers may propose a part-time position.	
26	The Family Engagement Specialist should attend at least one statewide conference on family and parental involvement.	
27	Family Engagement activities must be offered for immediate adult/ family members (parents/ legal guardians) <u>of students enrolled in ACE program only.</u>	
28	Family Engagement activities must be educational and literacy related and based on need and in collaboration with families.	
29	Family Engagement activities must be on-going and consistent throughout all terms within a year (Fall, Spring, Summer). One-time events throughout the year are encouraged but alone do not suffice.	
30	Comply with the Statewide Evaluation conducted on behalf of TEA by responding to surveys in a timely manner, participating in focus groups/ interviews, arranging site visits, and any other requests from the selected Statewide Evaluator.	

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4A—Program Abstract

Part 1: Grant Program Summary. Provide a brief overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the RFA purpose and goals, providing a research-based rationale for the program design. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4A—Program Abstract

Part 2: Budget Summary. Provide a brief description detailing the **process** that was used to develop the proposed budget for the project. Be sure to provide justification as to the funding amount requested per category as stated in the funding methodology section of Part 2: Program Guidelines. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Grantee-Level Fixed Costs

Center-Level Fixed Costs

Per Student Costs

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Needs and Objectives

Part 1: Local Needs and Objectives Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

<p>1.</p>	<p>How was the community needs assessment conducted? Identify the following:</p> <ul style="list-style-type: none"> • Stakeholders involved • Other out-of-school-time services that are available in the community • The needs and gaps that the community learning center will address based on the community needs assessment findings.
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Needs and Objectives

Part 1: Local Needs and Objectives Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

<p>2.</p>	<p>Describe the process that was used to select each center to include in the application, including a description of how the proposed program to be carried out in the center will address the campus needs assessment and the needs of working families. (Indicate if center was previously served by 21st CCLC)</p>
<div style="border: 1px solid black; height: 270px;"></div>	

<p>3.</p>	<p>If a center is located in a facility other than a school building, describe how the proposed center has sufficient capacity (i.e. square footage, total number of classrooms available, cafeteria/ recreational space, etc.) to meet the needs of all participants.</p>
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Needs and Objectives

Part 2: Program Objectives & Strategies

Applicants must complete the first three columns for each objective listed in the chart below. The final column should only be completed for objectives that will be focused on in year 1. *Applicants may not alter these objectives.*

Objective	Classification Category (Enter appropriate letter(s) from table below)	Priority Level (High, Medium, or Low)	Focus in Year 1 (Yes or No)	Strategy for Meeting Objective
Improve Academic Performance				
Improve Attendance				
Improve Behavior				
Improve Promotion Rates				
Improve Graduation Rates				

Classification Categories:

A. Improving Student Achievement	G. Offering a Particular type of service or service for Specifically Targeted Populations
B. Improving Student Behavior	H. Fostering Community Collaboration
C. Increasing Participation in Core Educational Services	I. Facilitating Social Development of Students
D. Increasing Participation in Enrichment Activities	J. Providing a Safe and Secure Environment
E. Increasing Participant Attendance and Retention Throughout all Terms.	K. Other: (Identify within the cell)
F. Meeting planned Hours of Operation (Impact Opportunities)	

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 1: Program Design - Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

1.	Describe the before and after school and summer recess activities to be funded. The description should include an overview of the types of activities intended to be provided for both students and adult participants.

2.	Describe how students participating in the program carried out by the community learning center will travel safely to and from the center and home.

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 1: Program Design - Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

3.	<p>If serving students from feeder schools, describe how the students will be transported to and from the feeder school and the main center, including the geographic proximity to the main center and how much time is anticipated in transit (anything more than 30 minutes is not reasonable). Do this for each of the main centers that will have feeder schools. Enter NA if no feeder schools are included.</p>
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4.	<p>Describe how all activities for students are expected to improve academic achievement.</p>
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 1: Program Design (cont.) - Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

5. Describe how the activities will meet the following principles of effectiveness:

5i. How will activities be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities?

5ii. How will the activities be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 1: Program Design (cont.) - Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

5iii.	How will the activities be based upon scientifically based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards?

6.	How will the grantee apply TEA's Milestones (strategies) to the design of the proposed activities to ensure high-quality programming in order to achieve the Critical Success Factors (behavioral changes)?

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 1: Program Design (cont.) - Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

7.	<p>Describe the process in developing the schedule for each center (to include stakeholders involved) to meet the minimum requirements as stated below:</p> <ul style="list-style-type: none"> i. A minimum of 35 weeks per year (including summer), ii. 4-5 days per week, Sunday through Saturday, for the fall and spring term, iii. A minimum of 12 hours per week (applicants should not propose to offer more than 20 hours of programming per week), iv. Summer Program: minimum of 4 hours per day, 4 days per week, for a minimum of 4 consistent weeks. <p>NOTE: For Priority Points demonstrate how the summer schedule will be extended beyond the minimum requirements.</p>
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 1: Program Design (cont.) - Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

8.	Describe the comprehensive and coordinated activity planning tool that will be used to plan activities that are innovative and interactive and align with all Activity Planning Requirements.

9.	Describe how the number of participants (students and adult family members) to be served at each center was determined. NOTE: Students must be regular attendees (those who attend the program 30 days or more during the school year) in order to be counted in the total number of students served for funding purposes.
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 1: Program Design (cont.) - Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

10.	Describe the strategies that will be used to recruit and retain regular student attendees (attend 30 days or more per year) and adult family members (not required to be “regular” attendees) to achieve sustained participation throughout the year. NOTE: grantees not meeting the number of regular student participants proposed in this application will result in a funding reduction.
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11.	Describe how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Program Design

Part 1: Program Design (cont.) - Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

12.	Describe how qualified senior citizens will be used to serve as volunteers if the eligible entity plans to do so. Enter NA if not applicable.
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Program Design

Part 2: Center Overview

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 Part 4 of this schedule.

Definition: A center is the physical host site where 21st CCLC program activities will be provided on a daily basis for students and family members.

Ctr #	9 Digit campus ID #	Name of Center/Host Site	Physical Address	City	Zip	Phone Number	# of Feeder Schools	Grade Levels Served (PK to 12)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Describe the geographic proximity of the center(s) to the fiscal agent in the box below. **Reminder:** Centers must be within a reasonable geographic proximity to ensure proper oversight and management (more than a 1-2 hour car drive would not be reasonable).

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 3: Adjunct Site Overview

In the chart below, applicants must enter information on each adjunct site that will be utilized by the proposed centers. **Definition:** An adjunct site is a facility where supplemental programming/activities occur on an occasional basis and support the activities at the center/host site. For example: swimming pools, recreational facilities, bowling alley, library, etc. Programming at adjunct sites cannot replace or exceed the amount of programming offered at the main center.

Adjunct Site #:	1	Adjunct Site Name:		9 Digit Campus ID# (if applicable):	
Physical Address:			City:	Zip:	
Frequency Used:			Centers that use Adjunct Site:		
Reason for Using Adjunct Site:					

Adjunct Site #:	2	Adjunct Site Name:		9 Digit Campus ID# (if applicable):	
Physical Address:			City:	Zip:	
Frequency Used:			Centers that use Adjunct Site:		
Reason for Using Adjunct Site:					

Adjunct Site #:	3	Adjunct Site Name:		9 Digit Campus ID# (if applicable):	
Physical Address:			City:	Zip:	
Frequency Used:			Centers that use Adjunct Site:		
Reason for Using Adjunct Site:					

Adjunct Site #:	4	Adjunct Site Name:		9 Digit Campus ID# (if applicable):	
Physical Address:			City:	Zip:	
Frequency Used:			Centers that use Adjunct Site:		
Reason for Using Adjunct Site:					

Adjunct Site #:	5	Adjunct Site Name:		9 Digit Campus ID# (if applicable):	
Physical Address:			City:	Zip:	
Frequency Used:			Centers that use Adjunct Site:		
Reason for Using Adjunct Site:					

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Program Design

Part 4: Center and Feeder School Detail	
Applicants <u>must</u> complete Charts 1-3. <u>One copy of this page for each center</u> must be included in the application.	
Note: A center can have no more than 4 feeder schools.	
Center Number: 1	Center Name:

Chart 1: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in the year 1 application. Students from feeder schools must be transported to/from the main center.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
Physical Address				
City				
Zip Code				
Telephone #				
9 digit Campus ID #				
Distance to Center				

Chart 2: Title 1 Information. In the first two rows applicants should enter 'Yes' for each applicable statement. In the third row applicants must enter the percentage of students from economically disadvantaged backgrounds.

During the 2009-2010 School Year the school was designated:	Center/ Host Site	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Title I School					
Title I, Pt A, School In Need of Improvement					
Percentage of students from economically disadvantaged backgrounds.					

Chart 3: Participants Served. Applicant must set realistic student and adult/ family participant goals as **requests to reduce the number of students or adults served will NOT be approved. Grantees will be subject to the funding reduction policy if regular student numbers are not met each year of the grant.**

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

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Program Design

Part 4: Center and Feeder School Detail
 Applicants must complete Charts 1-3. One copy of this page for each center must be included in the application. **Note:** A center can have no more than 4 feeder schools.

Center Number: 2	Center Name:
-------------------------	---------------------

Chart 1: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in the year 1 application. Students from feeder schools must be transported to/from the main center.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
Physical Address				
City				
Zip Code				
Telephone #				
9 digit Campus ID #				
Distance to Center				

Chart 2: Title 1 Information. In the first two rows applicants should enter 'Yes' for each applicable statement. In the third row applicants must enter the percentage of students from economically disadvantaged backgrounds.

During the 2009-2010 School Year the school was designated:	Center/ Host Site	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Title I School					
Title I, Pt A, School In Need of Improvement					
Percentage of students from economically disadvantaged backgrounds.					

Chart 3: Participants Served. Applicant must set realistic student and adult/ family participant goals as **requests to reduce the number of students or adults served will NOT be approved. Grantees will be subject to the funding reduction policy if regular student numbers are not met each year of the grant.**

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

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 4: Center and Feeder School Detail

Applicants must complete Charts 1-3. One copy of this page for each center must be included in the application. **Note:** A center can have no more than 4 feeder schools.

Center Number: 3	Center Name:
-------------------------	---------------------

Chart 1: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in the year 1 application. Students from feeder schools must be transported to/from the main center.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
Physical Address				
City				
Zip Code				
Telephone #				
9 digit Campus ID #				
Distance to Center				

Chart 2: Title 1 Information. In the first two rows applicants should enter 'Yes' for each applicable statement. In the third row applicants must enter the percentage of students from economically disadvantaged backgrounds.

During the 2009-2010 School Year the school was designated:	Center/ Host Site	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Title I School					
Title I, Pt A, School In Need of Improvement					
Percentage of students from economically disadvantaged backgrounds.					

Chart 3: Participants Served. Applicant must set realistic student and adult/ family participant goals as **requests to reduce the number of students or adults served will NOT be approved. Grantees will be subject to the funding reduction policy if regular student numbers are not met each year of the grant.**

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

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 4: Center and Feeder School Detail

Applicants must complete Charts 1-3. One copy of this page for each center must be included in the application. **Note:** A center can have no more than 4 feeder schools.

Center Number: 4	Center Name:
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Chart 1: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in the year 1 application. Students from feeder schools must be transported to/from the main center.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
Physical Address				
City				
Zip Code				
Telephone #				
9 digit Campus ID #				
Distance to Center				

Chart 2: Title 1 Information. In the first two rows applicants should enter 'Yes' for each applicable statement. In the third row applicants must enter the percentage of students from economically disadvantaged backgrounds.

During the 2009-2010 School Year the school was designated:	Center/ Host Site	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Title I School					
Title I, Pt A, School In Need of Improvement					
Percentage of students from economically disadvantaged backgrounds.					

Chart 3: Participants Served. Applicant must set realistic student and adult/ family participant goals as **requests to reduce the number of students or adults served will NOT be approved. Grantees will be subject to the funding reduction policy if regular student numbers are not met each year of the grant.**

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)			_____ County-District No.	
by telephone/email/FAX on _____ by _____ of TEA.		School Year 2011–2012			_____ Amendment No.	
Texas 21st Century Community Learning Centers, Cycle 7, Year 1						
Schedule #4B—Program Description: Program Design						
Part 4: Center and Feeder School Detail						
Applicants <u>must</u> complete Charts 1-3. <u>One copy of this page for each center</u> must be included in the application. Note: A center can have no more than 4 feeder schools.						
Center Number: 5		Center Name:				
Chart 1: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in the year 1 application. Students from feeder schools must be transported to/from the main center.						
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4		
Campus Name						
Physical Address						
City						
Zip Code						
Telephone #						
9 digit Campus ID #						
Distance to Center						
Chart 2: Title 1 Information. In the first two rows applicants should enter 'Yes' for each applicable statement. In the third row applicants must enter the percentage of students from economically disadvantaged backgrounds.						
During the 2009-2010 School Year the school was designated:		Center/ Host Site	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Title I School						
Title I, Pt A, School In Need of Improvement						
Percentage of students from economically disadvantaged backgrounds.						
Chart 3: Participants Served. Applicant must set realistic student and adult/ family participant goals as requests to reduce the number of students or adults served will NOT be approved. Grantees will be subject to the funding reduction policy if regular student numbers are not met each year of the grant.						
				Total		
Number of Regular Students (attending 30 days or more per year) to be served:						
Number of Adults (parent/ legal guardians only) to be Served:						

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 4: Center and Feeder School Detail

Applicants must complete Charts 1-3. One copy of this page for each center must be included in the application. **Note:** A center can have no more than 4 feeder schools.

Center Number: 6	Center Name:
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Chart 1: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in the year 1 application. Students from feeder schools must be transported to/from the main center.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
Physical Address				
City				
Zip Code				
Telephone #				
9 digit Campus ID #				
Distance to Center				

Chart 2: Title 1 Information. In the first two rows applicants should enter 'Yes' for each applicable statement. In the third row applicants must enter the percentage of students from economically disadvantaged backgrounds.

During the 2009-2010 School Year the school was designated:	Center/ Host Site	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Title I School					
Title I, Pt A, School In Need of Improvement					
Percentage of students from economically disadvantaged backgrounds.					

Chart 3: Participants Served. Applicant must set realistic student and adult/ family participant goals as **requests to reduce the number of students or adults served will NOT be approved. Grantees will be subject to the funding reduction policy if regular student numbers are not met each year of the grant.**

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Number of Adults (parent/ legal guardians only) to be Served:	

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 4: Center and Feeder School Detail

Applicants must complete Charts 1-3. One copy of this page for each center must be included in the application. **Note:** A center can have no more than 4 feeder schools.

Center Number: 7	Center Name:
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Chart 1: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in the year 1 application. Students from feeder schools must be transported to/from the main center.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
Physical Address				
City				
Zip Code				
Telephone #				
9 digit Campus ID #				
Distance to Center				

Chart 2: Title 1 Information. In the first two rows applicants should enter 'Yes' for each applicable statement. In the third row applicants must enter the percentage of students from economically disadvantaged backgrounds.

During the 2009-2010 School Year the school was designated:	Center/ Host Site	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Title I School					
Title I, Pt A, School In Need of Improvement					
Percentage of students from economically disadvantaged backgrounds.					

Chart 3: Participants Served. Applicant must set realistic student and adult/ family participant goals as **requests to reduce the number of students or adults served will NOT be approved. Grantees will be subject to the funding reduction policy if regular student numbers are not met each year of the grant.**

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 4: Center and Feeder School Detail

Applicants must complete Charts 1-3. One copy of this page for each center must be included in the application. **Note:** A center can have no more than 4 feeder schools.

Center Number: 8	Center Name:
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Chart 1: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in the year 1 application. Students from feeder schools must be transported to/from the main center.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
Physical Address				
City				
Zip Code				
Telephone #				
9 digit Campus ID #				
Distance to Center				

Chart 2: Title 1 Information. In the first two rows applicants should enter 'Yes' for each applicable statement. In the third row applicants must enter the percentage of students from economically disadvantaged backgrounds.

During the 2009-2010 School Year the school was designated:	Center/ Host Site	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Title I School					
Title I, Pt A, School In Need of Improvement					
Percentage of students from economically disadvantaged backgrounds.					

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Program Design

Part 4: Center and Feeder School Detail

Applicants must complete Charts 1-3. One copy of this page for each center must be included in the application. **Note:** A center can have no more than 4 feeder schools.

Center Number: 9	Center Name:
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Chart 1: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in the year 1 application. Students from feeder schools must be transported to/from the main center.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
Physical Address				
City				
Zip Code				
Telephone #				
9 digit Campus ID #				
Distance to Center				

Chart 2: Title 1 Information. In the first two rows applicants should enter 'Yes' for each applicable statement. In the third row applicants must enter the percentage of students from economically disadvantaged backgrounds.

During the 2009-2010 School Year the school was designated:	Center/ Host Site	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
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Title I, Pt A, School In Need of Improvement					
Percentage of students from economically disadvantaged backgrounds.					

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Program Design

Part 4: Center and Feeder School Detail

Applicants must complete Charts 1-3. One copy of this page for each center must be included in the application. **Note:** A center can have no more than 4 feeder schools.

Center Number: 10	Center Name:
--------------------------	---------------------

Chart 1: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in the year 1 application. Students from feeder schools must be transported to/from the main center.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
Physical Address				
City				
Zip Code				
Telephone #				
9 digit Campus ID #				
Distance to Center				

Chart 2: Title 1 Information. In the first two rows applicants should enter 'Yes' for each applicable statement. In the third row applicants must enter the percentage of students from economically disadvantaged backgrounds.

During the 2009-2010 School Year the school was designated:	Center/ Host Site	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Title I School					
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Chart 3: Participants Served. Applicant must set realistic student and adult/ family participant goals as **requests to reduce the number of students or adults served will NOT be approved. Grantees will be subject to the funding reduction policy if regular student numbers are not met each year of the grant.**

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Project Management

Part 1: Project Management Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

1. Describe how federal, state, and local programs will be combined and/or coordinated with the proposed program for the most effective use of public resources.

2. Describe the role in the partnership between a local educational agency, a community-based organization and another public entity or private entity, if applicable.

For Priority Points: describe the type of agreement in place that will guide the partnership, if applicable.

Note: Written agreements are required (in the template attached in Schedule #4B) only for partnerships involving school districts and Community Based Organizations or another organization that will help manage the daily operations of the program, or partners that are involved in the development or implementation of the program (ex: a local ISD acts as the fiscal agent but contracts out the daily management operations of the program to a CBO). Fiscal agents who will oversee all aspects of the grant, but partner with outside organizations for services such as activities, etc. are not required to provide written agreements.

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Project Management

Part 1: Project Management Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

3.	Describe the applicant's experience, or promise of success, in providing enrichment and educationally related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.
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4.	Describe the preliminary plan for how the community learning center will continue after grant funding ends.
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Project Management

Part 1: Project Management Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

5. How will the grantee seek feedback and involvement from their community stakeholders about program planning, design and improvement continuously throughout the project.

6. How will the grantee ensure that the community stakeholders contribute to the following three areas:

- Creating program awareness,
- Evaluating program effectiveness, and
- Sustainability

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Project Management

Part 1: Project Management Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

7. What qualifications and experience will the grantee seek in hiring the full-time Project Director and Site Coordinator positions (*minimum of 40 hours per week per position*) and the Family Engagement Specialist position (*full or part-time requirement will vary based on the number of centers included in the application*).

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Project Management

Part 1: Project Management Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

8. There are some activities that are not allowed to be funded by the 21st CCLC grant such as fundraising, grant writing and seeking donations. If the grantee intends to allow any project staff to participate in such activities for the 21st CCLC program, describe the percentage of time to be spent on these activities and the alternate fund source used to pay for that percentage of their time.

9. Grantees choosing to subcontract services with external consultants to oversee program planning, implementation, and training and technical assistance must provide a detailed description of the scope of work the external consultant will provide, above and beyond what is provided by the State and/ or the Technical Assistance Provider. Note: scope of work provided by an external consultant should not replicate the responsibilities of the required full-time positions. Enter NA if not applicable and the fiscal agent will hire and oversee these services.

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4B—Program Description: Project Management

Part 1: Project Management Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

<p>10.</p>	<p>Describe the data management processes and procedures for the following participant/ program-level and performance measure data:</p> <ul style="list-style-type: none"> • Tools/ Instruments to be used in the data collection process, • Data collection/ entry, review, and approval (include parties responsible), • Coordination efforts with district staff, and • Assurance of timely and accurate entry into TX21st.
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Project Management

Part 2: Written Agreement Template

Applicants must complete one copy of this page for each agreement between the fiscal agent and the partner organization **that will help manage the daily operations of the program, or partners that are involved in the development or implementation of the program** (ex: a local ISD acts as the fiscal agent but contracts out the daily management operations of the program to a CBO). Fiscal agents who will oversee all aspects of the grant, but partner with outside organizations for services such as activities, etc. are not required to provide written agreements. Please note that each agreement must contain the **original** signature for each authorized official. **Duplicate this page as required.**

Name of Organization that will serve as the Fiscal Agent: _____

Name of Partner Organization: _____

Describe the roles and responsibilities of each organization in year 1.

Provide a breakout of the costs for the services to be provided by the partner organization.

Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.

Fiscal Agent/Applicant Organization	Partner Organization
Name of authorized official:	Name of authorized official:
Title of authorized official:	Title of authorized official:
Signature: Signature	Signature: Signature
Date Signed:	Date Signed:

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4B—Program Description: Project Management

Part 3: 21st CCLC Program Level and Center Level Funding

Chart 1: 21st CCLC Program Level Funding. It is not the intent of TEA to provide all of the funding necessary to provide a comprehensive 21st CCLC program. In the table below enter all funding that will be utilized to provide an effective 21st CCLC program, including the amount requested in this application.

Funding Source (Federal, State, County, Local, Private)	Amount	Intended Use of Funds
21st CCLC Cycle 7 Year 1 grant funds Requested:	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
Total Cost of 21st CCLC Program:	\$	

Chart 2: 21st CCLC Center Level Funding. Applicants must ensure that proper budget planning for individual centers is conducted and utilize the Estimated Activity Cost Worksheet available in the PRIME Blueprint for Texas ACE (available at <http://www.texasace21.org/content/prime-blueprint-texas-ace>) to estimate per center costs. In addition to the 5% for administrative costs, a percentage of funds may be used from each center to pay for costs associated for the Project Director. In the table below, enter all funding that will be utilized to provide an effective 21st CCLC program at each center, including the amount requested in this application.

Center #	Number of Regular Students to Be Served	21 st CCLC Cycle 7, Year 1, Grant Award Applied for per Center	Amount of Alternate Funding Sources to Be Utilized at Each Center	Total Budget per Center
1		\$	\$	\$
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
Total 21st CCLC Funding:			\$	\$

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by telephone/email/FAX on _____ by _____ of TEA.		

Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule #4C—Performance Assessment and Evaluation

Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and submit the reports in the format and manner TEA requests. (Responses limited to the space provided, font size no smaller than 9 pt, Arial or Verdana)

Ongoing Monitoring/Continuous Improvement

1.	Describe the process in which Project Directors and Site Coordinators will conduct and document ongoing, internal monitoring of their programs to ensure compliance with requirements, identify best practices, and provide feedback to their programs and stakeholders.

2.	Describe how the grantee will monitor the TEA Milestones (strategies) in order to evaluate progress toward the attainment of the Critical Success Factors (behavioral changes). Be sure to address both targeted populations (i.e. student and adult/ family participants and grant staff).
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4C—Performance Assessment and Evaluation

Part 1: Component Description. (Responses limited to the space provided, font size no smaller than 9 pt, Arial or Verdana)

Formative Evaluation

1.	Describe the process for selecting an independent evaluator, (internal or external). If an external evaluator is selected, describe the procurement policy required by the fiscal agent for hiring an outside contractor.

2.	Describe the process the independent evaluator will use to ensure the required data elements are collected, evaluated and submitted in a timely fashion and in the format requested by the state.
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #4C—Performance Assessment and Evaluation

Part 1: Component Description. (Responses limited to the space provided, font size no smaller than 9 pt, Arial or Verdana)

Qualitative and Quantitative Data Collection Methods

1. Describe the qualitative and quantitative data collection methods to be used to gather the required data for a basic evaluation outlined in the Independent Evaluation Guide (refer to the PRIME Blueprint, Section D, at <http://www.texasace21.org/content/prime-blueprint-texas-ace/>). Include a timeline with the scope of work for Year 1.

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

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 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 type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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"/>
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"/>

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
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 institution 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"/>
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 partnerships 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 institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & 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"/>

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Drug-Related Activities (cont.)				
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 partnerships.	<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 institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & 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"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<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	Students	Teachers	Others
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 caption 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"/>

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1 Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
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/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"/>	
Barrier: Inaccessible Physical Structures					
#	Strategies for Absenteeism/Truancy	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 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 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 partnerships.	<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 institution 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 partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L03	Establish/maintain timely record transferal 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 type="checkbox"/>	
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Lack of Support from Parents (cont.)					
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, acknowledge 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"/>	
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 teachers 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 teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<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 & 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"/>	
P03	Provide announcements to local radio stations & newspapers 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 to Program Activities	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"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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Schedule # 4E—Private Nonprofit School Participation					
This form is not required for open-enrollment charter schools.					
Part 1: Private Nonprofit School Contacts					
Initial Contact (Part 1 is required whether or not any private nonprofit schools are participating)					
Total Schools within Boundary (Enter "0" if there are none within the boundary)			Total Eligible Students (Enter "0" if there are none within the boundary)		
			<input type="checkbox"/> Data Not Available		
Initial Phase Contact Methods (this section required if any private nonprofit schools within boundaries)					
<input type="checkbox"/> Certified Letters <input type="checkbox"/> Documented Phone Calls <input type="checkbox"/> Meetings <input type="checkbox"/> Fax Documents <input type="checkbox"/> Email Communications <input type="checkbox"/> Other Method:					
Total Participants					
Total Schools:		Total Students:		Total Teachers:	
<input type="checkbox"/> No Schools Participating		<input type="checkbox"/> No Students Participating		<input type="checkbox"/> No Teachers Participating	
Part 2: Consultation and Services (Part 2 is only required if private nonprofit schools are participating)					
Participant Consultation					
Development and Design Phase Consultation Methods					
<input type="checkbox"/> Certified Letters <input type="checkbox"/> Documented Phone Calls <input type="checkbox"/> Meetings <input type="checkbox"/> Fax Documents <input type="checkbox"/> Email Communications <input type="checkbox"/> Other Method:					
Requirements Considered (P.L. 107-110, NCLB, Section 9501 (c))					
<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 method 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 and 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 & 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 such officials an analysis of the reasons why the organization has chosen not to use a contractor					
<input type="checkbox"/> Other:					
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 Place:					
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 Time:					

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**Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule # 4E—Private Nonprofit School Participation**

Part 3: Selection Criteria / Activity Timeline

#	Private Nonprofit School Name # Students and Teachers	Selection Criteria	Major Activities	Begin Date End Date
1				
	Students: Teachers:			
2				
	Students: Teachers:			
3				
	Students: Teachers:			
4				
	Students: Teachers:			
5				
	Students: Teachers:			
6				
	Students: Teachers:			

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

Select the one appropriate box below.

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

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

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1						
Schedule #5—Program Budget Summary						
Program Authority: PL107-110. Title IV, Part B-21 st Century Community Learning Centers					Fund Code/Shared Services Arrangement Code 265/352	
Project Period: July 1, 2011 through June 30, 2012						
Class/Object Code and Description			Program Cost	Admin Cost	Total Budget	Pre-Award
Payroll Costs	5B	6100	\$	\$	\$	\$
Professional and Contracted Services	5C	6200				
Supplies and Materials	5D	6300				
Other Operating Costs	5E	6400				
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX				
		Total Direct Costs				
		% Indirect Costs				
Grand Total						
Total Budgeted Costs:			\$	\$	\$	\$
Shared Services Arrangement						
6493	Payments to Member Districts of Shared Services Arrangements		\$	\$	\$	
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						
Multiply by (5% limit)						X
Enter Maximum Allowable for Administration, including Indirect Costs						
Note: Maintenance of Effort (MOE) is required for each year of the grant.						

(15XX is for use by open enrollment charter schools only)

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1						
Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	# of Positions 100% Grant Funded	# of Positions <100% Grant Funded	Amount Budgeted	Pre-Award
Academic						
1	Teacher				\$	
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director (required)					
5	Site Coordinator (required)*					
6	Family Engagement Specialist (required)					
7	Secretary/Administrative Assistant					
8	Data Entry Clerk					
9	Grant Accountant/Bookkeeper					
10	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Education Service Center (when the ESC is the applicant)						
20	ESC Specialist/Consultant					
21	ESC Coordinator/Manager/Supervisor					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	
28	6119	Professional Staff Extra-Duty Pay				
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	
32	Grand Total Payroll Budget (line 26 + line 31)				\$	

*This position is required unless applicant is submitting for only one center.

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Texas 21st Century Community Learning Centers, Cycle 7, Year 1 Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
NOTE: Pre-award costs are only allowed on this schedule for the salary and travel expenses of the Project Director, Site Coordinator, and Family Engagement Specialist.					
Expense Item Description		Grant Amount Budgeted	Pre-Award		
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____	\$			
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofits) Specify purpose: _____				
6299	Scholarships and Fellowships (not allowed for nonprofit organizations) Specify purpose: _____				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) or Subgrants (6290) Less than \$10,000					
#	Topic/Purpose/Service	Subgrant	Total Contracted Amount	Grant Amount Budgeted	Pre-Award
1.		<input type="checkbox"/>	\$	\$	
2.		<input type="checkbox"/>			
3.		<input type="checkbox"/>			
4.		<input type="checkbox"/>			
5.		<input type="checkbox"/>			
Subtotal					
Professional and Consulting Services or Subgrants Less than \$10,000				\$	
Professional and Consulting Services (6219) or Subgrants (6290) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service): _____ <input type="checkbox"/> Subgrant					
Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Grant Amount Budgeted	Pre-Award
Contractor's Payroll Costs			\$	\$	
Title: _____					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$	\$	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/email/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Year 2011–2012	County-District No. or Vendor ID. _____ Amendment No. _____		
Texas 21st Century Community Learning Centers, Cycle 7, Year 1				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) or Subgrants (6290) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): <input type="checkbox"/> Subgrant				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Grant Amount Budgeted	Pre-Award
Contractor's Payroll Costs		\$	\$	
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	
3. Description of Professional or Consulting Service (Topic/Purpose/Service): <input type="checkbox"/> Subgrant				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Grant Amount Budgeted	Pre-Award
Contractor's Payroll Costs		\$	\$	
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	
4. Description of Professional or Consulting Service (Topic/Purpose/Service): <input type="checkbox"/> Subgrant				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Grant Amount Budgeted	Pre-Award
Contractor's Payroll Costs		\$	\$	
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	
Subtotal				
Professional and Consulting Services Greater Than or Equal to \$10,000			\$	
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total				

For a complete list of Unallowable Costs, Costs that Require Specific Approval, and Costs That Do Not Require Specific Approval, see the RFA Part 3: Schedule Instructions, Schedule 5C – Professional and Contracted Services.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		_____ County-District No. or Vendor ID.		
by telephone/email/FAX on _____ by _____ of TEA.				School Year 2011–2012		_____ Amendment No.
Texas 21st Century Community Learning Centers, Cycle 7, Year 1						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Amount Budgeted	Pre-Award	
6399	Technology Hardware- Not Capitalized					
	#	Type	Purpose	Quantity		
	1				\$	
	2				\$	
	3				\$	
	4				\$	
	5				\$	
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
63XX	General Office Supplies for 3, 4, and 5					
63XX	Technology Hardware – Not Capitalized, for 3, 4, and 5					
63XX	Technology Software – Not Capitalized, for 3, 4, and 5					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:						
Grand Total				\$		

For a complete list of Unallowable Costs, Costs that Require Specific Approval, and Costs That Do Not Require Specific Approval, see the RFA Part 3, Schedule Instructions, Schedule 5D - Supplies and Materials.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/email/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Year 2011–2012	_____ County-District No. or Vendor ID. _____ Amendment No.
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Texas 21st Century Community Learning Centers, Cycle 7, Year 1
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval

Expense Item Description		Amount Budgeted	Pre-Award
6411	Out of State Travel for Employees (includes registration fees) Note: Costs associated with attending the U.S. Department of Education, 21 st CCLC Summer Institute (National Conference), Summer 2011, should be entered on the row at the bottom of this schedule. Specify purpose: _____	\$	
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit organizations) Specify purpose: _____		
6413	Stipends for Non-Employees (specific approval required only for nonprofit organizations) Specify purpose: _____		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit organizations) Specify purpose: _____		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____		
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofits organizations) Specify purpose: _____		
6411	Program Specific (Refer to Part 2: Program Guidelines for specific line item) Specify Purpose: U.S. Department of Education, 21 st CCLC Summer Institute, Washington, DC, July 25–27, 2011		
6410	Program Specific (Refer to Part 2: Program Guidelines for specific line item) Specify Purpose: Pre-Award: Cycle 7 Orientation/Regional Training, April–July, 2011		
6410	Program Specific (Refer to Part 2: Program Guidelines for specific line item) Specify Purpose: Texas ACE Project Director Pre-Conference, August 8–9, 2011 and Annual Conference, August 10–11, 2011, Austin, TX; up to 4 grant staff may attend.		
Total 64XX- Operating Costs Requiring specific approval:			
Remaining 6400 – Other Operating Costs that do not require specific approval:			
Grand Total		\$	\$

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

Field Trips consistent with grant program guidelines do not require specific approval. See Appendix 1, Guidelines Related to Specific Costs, for more information about field trips.

For a complete list of Unallowable Costs, Costs that Require Specific Approval, and Costs That Do Not Require Specific Approval, see the RFA Part 3: Schedule Instructions, Schedule 5E – Other Operating Costs.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Year 2011–2012		_____ County-District No. or Vendor ID.	
by telephone/email/FAX on _____ by _____ of TEA.				_____ Amendment No.	
Texas 21st Century Community Learning Centers, Cycle 7, Year 1					
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Amount Budgeted	Pre-Award
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment, Furniture, or Vehicles					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX/ 15XX- Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	<hr style="width: 10%; margin: 0 auto;"/> County-District No. or Vendor ID.
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Statement of provisions and assurances for the program(s) in this application:

A. Terms defined: As used in these Provisions and Assurances,

- Contract means the entire document, and all of TEA's attachments, appendices, schedules (including but not limited to the General Provisions and the Special Provisions), amendments and extensions of or to the Standard Contract;
- Agency *or* TEA means the Texas Education Agency;
- Contractor means the party or parties to this contract other than Agency; including its or their officers, directors, employees, agents, representatives, consultants and subcontractors, and subcontractors' officers, directors, employees, agents, representatives and consultants;
- Project Administrator means the person representing Agency or Contractor, as indicated by the contract, for the purposes of administering the contract project;
- Contract Project means the purpose intended to be achieved through the contract of which these Provisions and Assurances are a part;
- Applicant means the same as Contractor;
- SAS means the Standard Application System of which the application document is a part;
- "Application" means the entire package submitted by the Applicant including the schedules contained in the application and so indicated on the General Information page of the application package;
- Amendment means an application that is revised in budget categories and/or in program activities. It includes both the original application and any subsequent amendments; or extensions thereto;
- *Works* means all tangible or intangible material, products, ideas, documents or works of authorship prepared or created by Contractor for or on behalf of TEA at any time after the beginning date of the Contract (*Works* includes but is not limited to computer software, data, information, images, illustrations, designs, graphics, drawings, educational materials, assessment forms, testing materials, logos, trademarks, patentable materials, etc.); and,
- *Intellectual Property Rights* means the worldwide intangible legal rights or interests evidenced by or embodied in: (a) any idea, design, concept, method, process, technique, apparatus, invention, discovery, or improvement, including any patents, trade secrets, and know-how; (b) any work of authorship, including any copyrights, moral rights or neighboring rights; (c) any trademark, service mark, trade dress, trade name, or other indicia of source or origin; (d) domain name registrations; and (e) any other similar rights. The Intellectual Property Rights of a party include all worldwide intangible legal rights or interests that the party may have acquired by assignment or license with the right to grant sublicenses.
- Grant means the same as Contract;
- Grantee means the same as Contractor;
- Grantor means the same as Agency; and
- DCC means the Document Control Center of Agency.

B. Contingency: This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.

C. Contractor's Application: Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.

D. Requirements, Terms, Conditions, and Assurances: Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System, as well as the General and Fiscal Guidelines and Program Guidelines, are incorporated herein by reference.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	_____ County-District No. or Vendor ID.
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- E. **Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. **State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. **Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. **Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. **Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. **Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. **Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	_____ County-District No. or Vendor ID.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

For School Districts and Nonprofit Organizations: The foregoing Intellectual Property Ownership provisions apply to any school districts, nonprofit organizations, and their employees, agents, representatives, consultants and subcontractors. If a school district or nonprofit organization or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Education Service Centers (ESCs): The foregoing Intellectual Property Ownership provisions apply to an Education Service Center (ESC) and its employees, agents, representatives, consultants, and subcontractors. If an ESC or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Colleges and Universities: The foregoing Intellectual Property Ownership provisions apply to any colleges and universities and their employees, agents, representatives, consultants, and subcontractors; provided, that for all Works and derivative works created or conceived by colleges or universities under the Contract, they are granted a non-exclusive, non-transferable, royalty-free license to use the Works for their own academic and educational purposes only. The license for academic and educational purposes specifically excludes advertising, offering for sale, selling, distributing, publicly displaying, publicly performing, or reproducing the Works, or making derivative works from the Works that are created or conceived under this Contract and colleges and universities and their employees, agents, representatives, consultants, and subcontractors are prohibited from engaging in these uses and activities with regard to the Works unless the prior express written permission of the TEA Copyright Office is obtained.

S. Unfair Business Practices: By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than a state agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state agency administrative proceeding, to be guilty of unfair business practices.

Contractor, whether a state agency or not a state agency, certifies that no funds provided under this Contract shall be used to purchase supplies, equipment, or services from any companies found to be guilty of unfair business practices within 12 months from the determination of guilt.

T. Subcontracting: Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.

U. Use of Consultants: Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.

V. Capital Outlay: If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	<hr style="width: 10%; margin: 0 auto;"/> County-District No. or Vendor ID.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college grantee** shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	<hr style="width: 10%; margin: 0 auto;"/> County-District No. or Vendor ID.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and Emailing while Driving during Official Federal Grant Business:** Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

1. **For Local Educational Agencies (LEAs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
2. **For Education Service Centers (ESCs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	<hr style="width: 20%; margin: 0 auto;"/> County-District No. or Vendor ID.
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3. **For Institutions of Higher Education (IHEs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
4. **For Nonprofit Organizations:** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
5. **For State Agencies:** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
6. **For Commercial (for-profit) Organizations:** 29 CFR 1630 and 48 CFR Part 31.

DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:

1. **Participation in Planning:** Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).
 2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	_____ County-District No. or Vendor ID.
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- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.
- LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

Pursuant to the provisions in 34 CFR 80.43 and 74.62, if a grantee materially fails to comply with any term of an award, whether stated in a federal statute or regulation, an assurance, in a grant application, or elsewhere, TEA may take one or more of the following enforcement actions as appropriate in the circumstances: temporarily withhold cash payments pending correction of the deficiency or more severe enforcement action; disallow all or part of the cost of an activity or action not in compliance; wholly or partly suspend or terminate the current award; withhold further awards for the program; or take other remedies that may be legally available. If an enforcement action is imposed, the grantee will be notified in writing by TEA of the actions imposed and the process for remedying the noncompliance or removing the enforcement actions.

TEA reserves the right to not award a discretionary grant to a high-risk grantee or to a grantee that is materially non-compliant with the terms and conditions of another award.

Rev. 05/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012 Required for all federal grants regardless of the dollar amount	_____ County-District No. or Vendor ID.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

- "Covered Transaction"— A transaction under Federal non-procurement programs, which can be either a primary covered transaction or a lower tier covered transaction.
 - "Lower Tier Covered Transaction"— (1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) Any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed the Federal procurement small purchase threshold of \$25,000; (3) Any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount.
 - "Participant"— Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction, including an agent or representative of another participant.
 - "Principal"— An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with Federal funds, who (1) is in a position to handle Federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.
 - "Excluded Parties List System (EPLS)"— The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible.
 - "Debarment"— Action taken by a debarring official (Federal agency) to exclude a person (recipient) from participating in covered transactions.
 - "Suspension"— An action taken that immediately prohibits a person from participating in covered transactions for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue.
 - "Ineligible" generally refers to a person who is either excluded or disqualified.
 - "Person"— Any individual, corporation, partnership, association, unit of government or legal entity, however organized, except: foreign governments or foreign governmental entities, public international organizations, foreign government owned (in whole or in part) or controlled entities, and entities consisting wholly or partially of foreign governments or foreign governmental entities.
 - "Proposal"—A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction.
 - "Voluntarily Excluded"—A status of nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.
1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
 3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
 4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012 Required for all federal grants regardless of the dollar amount	_____ County-District No. or Vendor ID.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by signature on SAS Schedule #1 and by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

68 FR 66544, 66611, 66612, 66613, 66614, November 26, 2003

As amended by the Texas Education Agency (04/02)

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012 Required for all federally funded grants greater than \$100,000.	_____ County-District No. or Vendor ID.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

The applicant certifies by signature on Schedule #1 - General Information, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. (See **Schedule #6D - Disclosure of Lobbying Activities.**)
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the U. S. Department of Education and the Texas Education Agency relied when they made or entered into this grant or contract. Any organization that fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Dept. of Education form #ED 80-0008
 As amended by the Texas Education Agency

11/89
 03/90

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	_____ County-District No. or Vendor ID.
Texas 21st Century Community Learning Centers, Cycle 7, Year 1		

Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program: _____		
Name: _____		
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:	7. Federal Program Name/Description:	
	CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____	
	Name: _____	
	Title: _____	
	Telephone# _____	Date: _____

Federal Use Only: _____ Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	_____ County-District No. or Vendor ID.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

- A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities.
- C. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes.
- D. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- E. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the Texas Education Agency, the Secretary of Education or other federal officials.
- F. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program.
- G. The applicant will submit such reports to the Texas Education Agency (which shall make the reports available to the Governor) and the Secretary of Education, as the Texas Education Agency and the Secretary of Education may require to enable the Texas Education Agency and the Secretary of Education to perform their duties under each such program.
- H. The applicant will maintain such records, provide such information, and afford access to the records as the Agency (after consultation with the Governor) or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.
- I. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
- J. **Gun-Free Schools Act:** The local education agency assures that it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 U.S.C. Section 2891 [pursuant to the requirements in P. L. 107-110, Section 4141(d)(1)]. In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P. L. 107-110, Section 4141(h)(1)].
- K. **Student Records Transfer:** The local educational agency shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable state law (P. L. 107-110, section 5208).
- L. **Consolidation of Administrative Funds:** A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the No Child Left Behind Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.
- M. **Privacy of Assessment Results:** Any results from an individual assessment referred to in the No Child Left Behind Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act [P. L. 107-110, section 9523 and the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended].

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	_____ County-District No. or Vendor ID.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	_____ County-District No. or Vendor ID.
Texas 21st Century Community Learning Centers, Cycle 7, Year 1		

- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control**;
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction**;
 - (E) **does not charge tuition**;
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act**;
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated**;
 - (H) **agrees to comply with the same Federal and State audit requirements** as so other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements**;
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

- (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that–
 - (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
 - (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- (B) when used with respect to–
 - (i) an elementary school teacher who is new to the profession, means that the teacher–
 - (I) holds at least a bachelor's degree; and
 - (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
 - (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by–
 - (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and
- (C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and–
 - (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or
 - (ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that–
 - (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - (VI) is made available to the public upon request; and
 - (VII) may involve multiple, objective measures of teacher competency.

- 5. Parental Involvement:** The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
- (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
 - (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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6. Professional Development includes activities that:

- (A) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (B) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (C) give teachers, principals, and administrators the knowledge and skills to provide the students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (D) improve classroom management skills;
- (E) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one-day or short-term workshops or conferences;
- (F) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (G) advance teacher understanding of effective instructional strategies that are:
- (H) based on scientifically based research (except for programs under Title II, Part D, Enhancing Education Through Technology of this Act); and
- (I) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (J) are aligned with and directly related to State academic content standards, student academic achievement standards, and assessments and the curricula and programs tied to the standards;
- (K) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (L) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (M) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (N) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality of professional development;
- (O) provide instruction in methods of teaching children with special needs;
- (P) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (Q) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (R) may include activities that:
 - (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under Title I Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described previously in this definition that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

7. Scientifically Based Research:

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that:
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	_____ County-District No. or Vendor ID.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that–

- (A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that–
 - (i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and part of an ongoing developmental induction process that–
 - (I) involves the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and
 - (II) may include coaching, classroom observation, team teaching, and reduced teaching loads; and
 - (III) may include the establishment of a partnership by a local educational agency with an institution of higher education.

9. Technology: State-of-the-art technology products and services.

W. ESEA Performance Goals, Indicators, and Performance Reporting: The LEA assures it has adopted the five performance goals and the related performance indicators established by the U. S. Department of Education and as submitted in the *Texas Consolidated State Application for Funds Under the No Child Left Behind Act*. The LEA also assures that it will develop and implement procedures for collecting data related to the performance indicators where such data is not already collected through the Academic Excellence Indicator System (AEIS) or PEIMS and that it will report such data to the Agency in the time and manner requested.

X. Transfer of School Disciplinary Records: The LEA assures it has a procedure in place to transfer disciplinary records, with respect to a suspension or expulsion, to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school. This requirement shall not apply to any disciplinary records with respect to a suspension or expulsion that are transferred from a private, parochial or other nonpublic school, person, institution, or other entity, that provides education below the college level (P. L. 107-110, section 4155).

Revised 03/03

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011–2012	_____ County-District No. or Vendor ID.
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Statutory Assurances

1. Supplement not Supplant: Funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds
2. The program will take place in a safe and easily accessible facility
3. The proposed program was developed, and will be carried out, in active collaboration with the schools the students attend
4. The program will primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students;
5. Prior to submission of an application, the community will be 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

TEA Assurances

1. Community & Campus Needs Assessment
 - a. Once centers are determined, a campus needs assessment must be conducted for each campus that will participate as a community learning center, and must align with the needs of the campus Improvement Plan (CIP). The campus needs assessment must be updated annually during the continuation application process;
2. Grant Management- The planning and project management of this grant is the most critical element to ensure success. There are many moving parts to the ACE program, and there must be an effective administrative structure in place with strong management and leadership in order to pull all the components together, adhere to requirements and provide high-quality programming for all participants. Applicants must adhere to the following components:
 - a. **Staffing**
 - i. A dedicated full-time (FTE = 40 hours per week) Project Director with sufficient experience to manage, coordinate, and oversee all grant activities is required;
 - ii. A dedicated full-time (FTE = 40 hours per week) Site Coordinator with sufficient experience is required (unless only one center is submitted for funding in the application). The Site Coordinator must be readily available during the school day at each center and must:
 1. Coordinate all activities, provide advocacy for and meet the needs of the program and all participants including students and families before, during, and after school hours;
 2. Oversee the collection, coordination and entry of data into TX21st;
 - iii. Both the Project Director and Site Coordinator positions are considered program costs and can only be fulfilled by one person per position; sharing of duties by more than one person for these positions is not allowed. Lead teachers or administrators acting in other capacities during the school day cannot satisfy the requirements of these full-time positions.

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- b. **Project Plan-** A project plan operationalizes the grant application at both the grantee (administrative) and center level (one plan must be conducted for each center included in the grant application) and must address the processes, strategies and timelines for the following:
- i. Program Management & Oversight (to include: exact program start/ end date, hours of operation, total number of weeks, organizational chart describing qualifications of key staff, staff development & training, communication, budgeting, activity planning, & evaluation),
 - ii. Data Collection & Management
 - iii. **For 1st Year Grantees:** Project plans must be submitted to TEA 30 days prior to the program start date (a planning workshop/ orientation will be held in conjunction with the annual ACE conference in August in Austin, TX which requires all key players involved with the grant [Administrative, Project Director, Fiscal/Data] to attend);
 - iv. Project Plans must be updated annually and will be due within 30 days of the program start date of each subsequent funding year; **any deviations to the program start/ end dates, hours of operation, number of weeks section of the project plans must be approved by TEA; reductions from the minimum requirements will not be permitted.**
- c. **Internal Monitoring & Assessment**
- i. Grantees must also complete self-assessments developed by TEA within the designated timeframes;
- d. **Communication**
- i. Project Directors and Site Coordinators must be given copies of the approved application and subsequent continuation application and amendments in order to be kept informed of the application requirements;
 - ii. Grantees must coordinate with the state Technical Assistance Provider, to include their assigned Technical Assistance Consultants and implement all recommendations as necessary;
 - iii. Appropriate staff must also participate in all surveys and needs assessments developed by the state technical assistance provider on behalf of TEA.
- e. **Training**
- iv. Personnel involved with the development of the application and with a key major role (e.g., business office staff, superintendant, and grant management staff) must attend a **mandatory two-day orientation** to be held in Austin in August 2011 (details announced upon Notification of Grant Award);
 - v. Funds must be budgeted for the required attendance of the Project Director and designated Site Coordinators at all trainings, conferences, workshops, and meetings, to include the national and state conferences and other technical assistance trainings as requested by TEA. (The number of training workshops for school year 2011–2012 has not yet been established; however, in addition to the State and National Conference, grantees must budget for at least two regional trainings);
 - vi. In order to avoid excessive out-of-state travel costs and to ensure funds are spent appropriately, grantees may attend up to 2 additional out-of-state conferences that would benefit their ACE Program and must identify and budget for the appropriate number of staff to attend each conference;
 - vii. It is expected that conference attendees will turn-key the information to other ACE program staff (train the trainer model) and incorporate relevant best practices into the program;

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3. Center Operation & Activities Requirements

- a. Applicants will be given a planning period starting April 1, 2011 and may incur costs for hiring and training the required Full-Time Project Director and Site Coordinators. All activities for students and adults must begin no later than **Tuesday, September 7, 2011**, and grantees must maintain the services within the timelines stated in this application. **Failure to do so may result in reduced funding, and the allocated funds may be reduced in proportion to the reduction of scope in implementation time;**
- b. Each center must provide a **consistent** and **dependable** schedule of **weekly** activities for program participants (students and adult family members) as stated below:
 - i. A minimum of 35 weeks per year (including summer),
 - ii. 4-5 days per week, Sunday through Saturday, for the fall and spring term,
 - iii. A minimum of 12 hours per week (applicants should not propose to offer more than 20 hours of programming per week),
 - iv. Summer Program: minimum of 4 hours per day, 4 days per week, for a minimum of 4 consistent weeks.
- c. Rotation of student participation, such as restricting attendance by grade level on various days or alternative-day schedules, is not allowed;
- d. Grantees must obtain necessary parental consent for students to participate in the ACE program and ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.

Activity Planning Requirements The following requirements must be used when planning activities for each center:

- e. Activities **must be a minimum of 45 minutes in length** and be planned for each hour a center is open;
- f. All activities must be based upon the needs of the campus and in conjunction with the **Four-Component Activity Guide** and must be balanced, therefore a minimum of one activity from each category must be offered each term;
- g. Activities must be regular, ongoing, and appropriate to the age and grade level of the students to be served and must be provided year round to expand and enhance learning;
- h. Activities must align to the school day curriculum and academic-related activities must align with TEKS whenever possible;
- i. Activities must be supervised by qualified individuals at all times and ensure the appropriate supervising adult to student ratios (22 to 1) are met;
- j. Access to small-group instruction must be designed to provide intervention and accelerated learning for students at risk of academic failure.

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4. Family Engagement

a. FAMILY ENGAGEMENT ACTIVITIES

- i. Must be offered for immediate adult/ family members (parents/ legal guardians) of students enrolled in the ACE program only;
- ii. Must be educational and literacy related and based on need and in collaboration with families;
- iii. Must be on-going and consistent throughout all terms within a year (Fall, Spring, Summer). One-time events throughout the year are encouraged but alone do not suffice.

5. Grantees must comply with the Statewide Evaluation conducted on behalf of TEA by responding to surveys in a timely manner, participating in focus groups/ interviews, arranging site visits, and any other requests from the selected Statewide Evaluator.

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

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This acknowledges receipt of your application submitted under the Request for Application for: **Texas 21st Century Community Learning Centers, Cycle 7, Year 1** numbered RFA# 701-10-119.

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Applicant's Contact Person (To be completed by applicant)

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