Texas Education Agency

Standard Application System (SAS)

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 12: 6 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #
Bastrop Independent School District	011901	

Vendor ID #	ESC Region #	DUNS #
17460000230	13	021558937

Mailing address	City	State	ZIP Code
906 Farm Street	Bastrop	TX	78602-3310

Primary Contact

First name	M.I.	Last name	Title
Karen	P	Trevino	Project Director

Telephone #	Email address	FAX #
512.772.7174	ktrevino@bisdtx.org	512.308.1607

Secondary Contact

First name	M.I.	Last name	Title
Kristi	L	Lee	Executive Director

Telephone #	Email address	FAX #
512.772.7106	klee@bisdtx.org	512.321.1371

Part 2: Certification and Incorporation

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

Authorized Official:

First name	M.I.	Last name	Title
Barry		Edwards	Interim Superintendent

Telephone #	Email address	FAX #
512.772.7102	bedwards@bisdtx.org	512.321.1371

Signature (blue ink preferred) — Date signed

Barry Edwards — 04/30/2018

Only the legally responsible party may sign this application.

701-18-111-035

Schedule #1—General Information	
County-district number or vendor ID: 011901	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

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

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

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

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

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

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

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

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

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 07/01	End date (MM/DD): 06/30
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 011901	Amendment # (for amendments only):
Part 1: Required Attachments	
No program-related or fiscal-related attachments are required to be submitted with this grant application. **However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status** (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) **prior to TEA isusing a grant award.**	
Part 2: Acceptance and Compliance	

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 011901	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 011901	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

10.	The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center. • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 011901	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule. • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 011901	Amendment # (for amendments only):

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

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 011901 | Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 011901	Amendment # (for amendments only):
Part 1: Submitting an Amendment	

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

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

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

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

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
7.	Total direct costs:		$	$	$	$
8.	Indirect cost (%):		$	$	$	$
9.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 011901 | Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 011901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Bastrop Independent School District, part of the eleventh fastest growing county in Texas, has chosen to apply for the 21st Century Community Learning Centers grant in order to help address the dual challenges of a rapidly growing student population and a shrinking average socio-economic level. BISD's proposed program will provided a structured after-school program run by certified teachers who will coordinate the daily and after-school experiences for each student served. Activities will be designed to address the academic and social/emotional needs of students in ways that are research-based and engaging. Families will be welcomed into the school community by making several existing activities known and affordable to them and by creating new offerings to address needs as they arise. Improving grade level performance in core courses and on state assessments, reducing discipline referrals, increasing student attendance rates, increasing the number of career and technical education certifications earned and strengthening partnerships with families, goals from BISD's District Improvement Plan, are clearly aligned with the stated goals of the 21st Century Community Learning Centers grant.

When planning BISD's proposed budget, primary consideration was given to the cost of those aspects of the program designed to supplement, not supplant existing services. Using certified teachers as Site Coordinators and ensuring strong academic enrichment with highly qualified instructors are two significant changes from prior and existing programming. After considering necessary items such as transportation and quality services that could be provided to participants at little to no cost, specific items such as science enrichment classes for younger students and educational field trips for older ones were included to address unique needs and challenges. With a student population that is 68.71% economically disadvantaged and 25.8% Limited English Proficient, BISD understands the need for extended opportunities to create positive academic experiences for children. BISD's after-school program proposal addresses the immediate needs of underserved families by offering safe and affordable child care coupled with much needed "catch-up" time for students and supports the 21st CCLC grant's goals of providing academic assistance to help students meet state standards, activities to complement academic development and opportunities for families to be part of their children's education.

BISD is a data-driven district; evaluation of programs and services is ongoing in a concerted effort to meet and exceed state standards. District administration, with input from program coordinators, teachers, parents, community members and other stakeholders, determines the needs of the district and the effectiveness of existing programs and adjusts these as needed. As an integral part of BISD's education plan, the ACE program will be included in this evaluative process. District level findings will be reported to the Project Director, an administrative level staff member with a Master's degree in Education (or related field), through already established lines of communication. Adjustments will be made based on all evaluative findings, from those of the required External Evaluator to informal surveys of parents and community members. Site Coordinators will have open lines of communication with campus teachers and administrators to gauge student progress and make immediate adjustments as needed. BISD takes the entrustment of public funds very seriously and is dedicated to making decisions that will have the greatest impact on the students and families they serve.

In completing the application for the 21st CCLC grant, great care was taken to address each of the statuatory and TEA requirements in a way that gives the reader insight into the unique needs and challenges of Bastrop ISD. The application process is as much a learning experience as it is a reporting one. Research and consolidation of ideas has produced a clear vision of what BISD's program will look like, how it will run and, most importantly, what opportunities it will provide for BISD students and families. District needs and goals, partnerships with volunteers and other organizations, transportation and communication considerations, program structure and evaluation plans, budgets and coordination of funding and program evaluation and sustainability have been thoroughly and accurately addressed based on all available information.

BISD is continually searching for ways to address student need while meeting the fiscally conservative expectations of the community. The 21st Century Learning Centers grant will give the district the opportunity to implement much needed programming and demonstrate to the community what research clearly shows: that quality afterschool programs have the ability to excite children about learning, spark their curiosity and connect school-day lessons to their everyday lives translating into increased academic success (Afterschool Alliance, 2014). Having already secured support from Bastrop ISD's Board of Trustees for sustaining successful programming once grant funding ends, those involved in this proposal welcome the opportunity to transform their vision into action and results.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 011901	Amendment # (for amendments only):
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	
Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$1,178,848	$0	$1,178,848
Schedule #8	Professional and Contracted Services (6200)	6200	$63,360	$30,000	$93,360
Schedule #9	Supplies and Materials (6300)	6300	$76,000	$0	$76,000
Schedule #10	Other Operating Costs (6400)	6400	$133,600	$0	$133,600
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes **X** No	
		Total direct costs:	$1,451,808	$30,000	$1,481,808
		indirect costs (see note):	N/A	$0	$0
		Grand total of budgeted costs (add all entries in each column):	**$1,451,808**	**$30,000**	**$1,481,808**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$	$	$

Administrative Cost Calculation

Enter the total grant amount requested:	$1,481,808
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$74,090.40

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

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 011901 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director (required)	1		$83,500
5	Site coordinator (required)	10		$460,000
6	Family engagement specialist (required)	1		$55,963
7	Secretary/administrative assistant		1	$16,241
8	Data entry clerk			$
9	Grant accountant/bookkeeper			$
10	Evaluator/evaluation specialist			$
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Title			$
20	Title			$
21	Title			$
22			Subtotal employee costs:	$615,704
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			$
24	6119 Professional staff extra-duty pay			$258,390
25	6121 Support staff extra-duty pay			$142,560
26	6140 Employee benefits			$162,194
27			Subtotal substitute, extra-duty, benefits costs	$563,144
28			**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$1,178,848**

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 011901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		$
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	**External Evaluator**	$30,000
2	**Mad Science:** Using an inquiry-based learning approach, Mad Science encourages children to explore and discover all the exciting possibilities in the world around them with interesting and age-appropriate hands-on science activities. Two six-week sessions per elementary campus.	$34,560
3	**Camp Einstein**: Camp Einstein is dedicated to providing a fascinating experience that sparks interest in the science and engineering fields. One ten week session per intermediate campus.	$28,800
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b. Subtotal of professional and contracted services:		$93,360
c. Remaining 6200—Professional and contracted services that do not require specific approval:		$
(Sum of lines a, b, and c) Grand total		**$93,360**

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 011901		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$76,000
	Grand total:	**$76,000**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 011901		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$21,600
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$112,000
	Grand total:	**$133,600**

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 011901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment or furniture				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	**$0**

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

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Schedule #14—Management Plan

County-district number or vendor ID: 011901 | Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Karen Trevino has a Master's Degree in Education with over 25 years of experience teaching in both public and private school settings. For the past two years she has served as Student Services Coordinator for Bastrop ISD, supervising after-school programs at both the elementary and secondary levels.
2.	Site Coordinator(s)	Site Coordinators will have a Bachelor's Degree in education or a related field, experience working with high risk families, the ability to supervise staff, knowledge of community resources and familiarity with ACE programming.
3.	Family Engagement Specialist	Lauri Anzaldua has a Bachelor's Degree in Communications Studies and has worked in public education for over 13 years. She previously served as BISD's Family Engagement Specialist for three years and is currently the president of Bastrop County Rotary Club.

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

#	Objective		Milestone	Begin Activity	End Activity
1.	Participant performance on state assessments will increase by 10%.	1.	Identify students who failed at least one STAAR test	08/01/2018	02/01/2019
		2.	Recruit qualified instructors	08/01/2018	02/01/2019
		3.	Assign students to instructors for the academic hour	09/04/2018	02/01/2019
		4.	Students attend daily; progress is monitored by SC	09/04/2018	05/10/2019
		5.	Data is gathered and analyzed by SC/PD	10/01/2018	05/10/2019
2.	The rate of school day attendance for particpants will be at least 95%.	1.	Identify students who struggle with attendance	08/01/2018	02/01/2019
		2.	Solicit donations from local organizations for prizes	08/01/2018	02/01/2019
		3.	Students attend school and after-school regularly	09/04/2018	05/10/2019
		4.	Conduct family engagement/encourage attendance	09/04/2018	05/10/2019
		5.	Attendance data is analyzed by SC/PD	10/01/2018	05/10/2019
3.	Discipline referrals for participants will decrease by at least 10% from the previous year.	1.	Identify students in need of behavior improvement	08/01/2018	02/01/2019
		2.	Recruit mentors to pair with each student	08/01/2018	02/01/2019
		3.	Enroll students in after-school classes/mentorships	09/04/2018	02/01/2019
		4.	Students attend classes daily	09/04/2018	05/10/2019
		5.	Data is gathered an analyzed by SC/PD	10/01/2018	05/10/2019
4.	Participants will show measurable improvement in core course grades.	1.	Identify students in need of academic assistance	08/01/2018	02/01/2019
		2.	Recruit qualified instructors	08/01/2018	02/01/2019
		3.	Students attend after-school academic hour daily	09/04/2018	05/10/2019
		4.	Site coordinators meet with classroom teachers	09/04/2018	05/10/2019
		5.	Data is gathered and analyzed by SC/PD	10/01/2018	05/10/2019
5.	Participants will enroll in future CTE courses at a rate above district average (MS only).	1.	Recruit volunteers to teach enrichment courses	08/01/2018	02/01/2019
		2.	Enroll middle school students in classes	09/04/2018	02/01/2019
		3.	Students participate in classes / family engagement	09/04/2018	05/10/2019
		4.	Students complete interest surveys	10/01/2018	05/10/2019
		5.	Data is gathered and analyzed by PD	10/01/2018	05/10/2021

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 011901	Amendment # (for amendments only):

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

Bastrop ISD continually seeks information and feedback from its stakeholders in order to meet the needs of the community and create partnerships which utilize available resources. This on-going evaluation occurs through membership in numerous community organizations, evaluation of student and campus data, administrative visits with students and staff, surveys and meetings with parents, and evaluation of current beyond school day offerings. From these sources several needs have been identified.

1. **Parents are in need of low- or no-cost after-school care for their young children.** The number of single parent households in Bastrop County is currently at 28% and steadily rising along with the growth of the community (Source: U.S. Census data). Research shows that single working parents have the most difficult time acquiring adequate child care, often due to economic constraints (Ojambo, 2015). In BISD, 68.71% of children are considered economically disadvantaged which would imply that even two-parent families have economic struggles and difficulty affording child care. At the present time there are only 4 child care centers offering after-school care in Bastrop, all fee-based, making them out of reach for many families. Campus observations reveal that many of these children become latch-key kids. The 21st Century Community Learning Centers grant would allow BISD to provide quality care for an additional 720 elementary and 240 intermediate level students.

2. **There are few positive structured activities available for young teens in the Bastrop area.** The 21st CCLC grant would enable BISD to bring high quality programs to more youth in the Bastrop community. The Boys and Girls Club of Bastrop County and Bastrop YMCA have expressed an interest in expanding their program offerings to after-school students at BISD's intermediate and middle schools. These organizations provide programs which emphasize character development and leadership and support the academic enrichment of students. Texas A&M AgrilLife Extension's 4-H is another organization working with BISD to provide high quality educational experiences for kids, particularly in grades 5-8. Common Threads will be partnering with BISD after-school in the 2018-2019 school year to educate children and young teens on health, wellness and cooking. Educational field trips that support classroom learning experiences and encourage the pursuit of higher education will be planned for students at the middle school level. Opportunities such as those mentioned play an important role in the development of young adults but are often overlooked during the school day because of time constraints and emphasis on testing.

3. **A number of children in BISD are in need of additional academic services.** STAAR data reflects room for growth in student achievement. The average passing rates for grades three through eight in 2016-2017 were 65% for reading, 72% for math, and 57% for writing. While the district's rating of Met Standard is acceptable, BISD seeks to improve all levels of student performance with particular focus on students classified as ELL. The 21st CCLC grant would give BISD the opportunity to select those students most in need of additional resources and, through an extended school day, provide opportunities for needed tutorials and academic enrichment, with special emphasis on English language learners.

4. **Students in BISD need to be prepared for the workforce**. Stakeholders and business leaders within the community expect a workforce that will meet their needs now and into the future. According to 2015-2016 district data, 25% of high school graduates had completed a CTE coherent sequence and 16.8% of graduates were deemed college and career ready- rates which BISD seeks to increase. Although BISD's grant application is targeting students in grades K-8, the grant's impact will continue past those grades. BISD's enrichment offerings will correlate with CTE programs so that younger students are given positive exposure to paths of study that will be available to them once they reach high school. The Bastrop Chamber of Commerce has committed to support these programs through volunteering and mentoring students during after school hours.

Based on a recent parent survey, BISD has determined an additional need:

5. **Of the parents surveyed, 36% identified disrespectful behavior towards adults and/or other students as a serious problem for BISD.** Participation in positive after-school activities including those that address social/emotional learning will help to address this perceived problem. Interactions with positive adult and teen role models coupled with the increased feelings of self-worth that come with academic improvement will help students to have more appropriate interactions with others during the school day.

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

County-district number or vendor ID: 011901	Amendment # (for amendments only):

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

X This applicant is part of a planned partnership. ☐ This applicant is unable to partner.

BISD's after-school program will be partnering with several organizations in order to address the multifaceted needs of their student participants.

One of these with which BISD has a Memorandum of Understanding (MOU) is **Common Threads**, an organization dedicated to educating children on health, wellness and cooking while supporting the TEKS through extension lessons. Students will participate in hands-on cooking experiences which will not only give them the opportunity to connect math, language and science concepts but give them tools to live longer, healthier lives. Common Threads will also provide professional development for staff and parent engagement opportunities. BISD's Title 1 designation enables Common Threads to provide its services at no cost to the program thereby making it an ideal partner for sustainability once grant funding ends.

BISD will also continue its partnership with Equal Heart at nine of the proposed sites. **Equal Heart**, the largest nonprofit summer food sponsor in the state of Texas, has been working with BISD since 2016 to provide evening meals free of charge to children attending the district's existing after school programs. BISD and Equal Heart will expand this partnership to include new after-school offerings and, potentially, meals for summer programming. This ongoing partnership has been well-received by students and families in the community and a long-range partnership is fully anticipated.

The **YMCA of Bastrop County** has volunteered to bring their Youth in Government program to students at both middle schools. Youth in Government is a statewide civic education and leadership program in which schools, civic organizations and Ys involve kids in hands-on learning experiences related to government. Middle school students will participate in the legislative session where they will create bills focused on topics important to them. The bills are then debated, considered in committee and moved to house or senate for consideration. In the Legislature students are given the opportunity to be involved in healthy debate with peers across all subsections of politics.

Texas A&M Agrilife Extension's 4-H, an organization devoted to assisting youth and adults in becoming competent, coping, and contributing members of a global society and developing essential life skills through planned "learn by doing" experiences, has a wide range of curriculum materials and training opportunities available at no cost to BISD. These TEKS based lessons are high-interest and interactive; children are able to learn by doing and apply their school day knowledge to unique situations.

BISD will also work closely with local organizations such as the **Bastrop Public Library, Family Crisis Center, and district-related organizations** to enhance program offerings at every opportunity. These avenues will provide no or low cost offerings that the after-school program will still be able to utilize once funding ends.

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

County-district number or vendor ID: 011901	Amendment # (for amendments only):

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

Bastrop ISD's 21st CCLC program proposal is based on five measurable goals for program participants which will directly impact campus and district outcomes.

1. **Participant performance on state assessments will increase by 10% (where applicable).** Tutorials, homework help and educational enrichment activities will be research-based and presented in ways which both support and expand on school day instruction. In following Response to Intervention (RTI) framework, Site Coordinators will determine the needs of students and coordinate plans between the school day teachers and after-school instructors in order to maximize the effectiveness of after-school time. A 10:1 maximum student instructor ratio will be utilized with Tier II students in need of targeted intervention and a 5:1 maximum ratio for Tier III students in need of intensive intervention and comprehensive evaluation. Tutors will be teachers certified in the subject area which they are tutoring. Educational enrichment activities will be presented by campus paraprofessionals and/or volunteers qualified to work with children in their area of expertise. The Fall semester of programming will focus on supporting school day instruction. The Spring semester will continue this and add remediation based on campus benchmark testing as needed.
2. **The rate of school day attendance for participants will be at least 95%.** The importance of education will be an ongoing theme in all program activities. Site Coordinators will communicate with campus personnel regularly to monitor participant attendance during the school day and make parent contact as needed. Donations will be sought from community partners and used to provide incentives for both ACE and school day attendance. Parent and family engagement offerings will also emphasize the importance of attendance to children's success in school.
3. **Discipline referrals for participants will decrease by at least 10% from the previous year (where applicable).** District data shows a significant number of discipline referrals, especially at the middle school level. From August 2017 through March 2018, there we 409 referrals at grades 7 and 8, 318 for students in grades 5 and 6 and 125 at grades 3 and 4. These students, especially those with multiple instances, will be part of the target population invited for participation in the ACE program. As attendees, students will have the opportunity to be part of groups which focus on social and emotional learning and also participate in meetings with caring adult mentors. Multiple research studies document the social and emotional benefits that middle school students in particular receive through mentoring (Lindt & Blair, 2017). BISD's program goals include translating this positive relationship to reduced discipline instances for participants during the school day.
4. **Participants will show measurable improvement in core course grades resulting in at least 99% advancing to the next grade level on time.** Three of BISD's elementary campuses had retention rates above 1% for the 2016-2017 school year. The program expectation is that targeted and intensive interventions will not only improve performance on state assessments but also directly impact core course grades and promotion rates. Site Coordinators will communicate with classroom teachers regularly to monitor grades of participants and use these findings to plan tutorials and educational enrichment activities as needed.
5. **Upon reaching high school, middle school program participants will enroll in CTE or college readiness courses at a rate above district average.** The rate of participation in Career and Technical Education for BISD students is currently just over 24%. BISD's 21st CCLC grant proposal seeks to increase that number by providing positive exposure to CTE pathways through related enrichment courses. Examples include introducing the Small Bites curriculum from partner Common Threads as a precursor to the Culinary pathway, using several of Texas A&M Agrilife Extension's Explore guides to connect to the Veterinary Science pathway and including any number of STEM activities to support the Audio Visual, Civil Engineering, Finance, Graphic Design, Health Science Pharmacology, Health Science Pre-Med and Robotics pathways. Each of the aforementioned goals will be carefully monitored by the Site Coordinator, Program Director and Family Enrichment Specialist where applicable to ensure adequate progress.

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

County-district number or vendor ID: 011901 | Amendment # (for amendments only):

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

In planning exceptional after-school programming for over one thousand students, BISD staff will consistently use best practices as identified by peer reviewed studies. **Research evaluations of hundreds of after-school programs have found four key factors for program quality: strong intentional program design, staff quality, effective partnerships and program evaluation and improvement** (Afterschool Alliance, 2014).

A strong intentional design is best reflected in BISD's proposed academic hour in which students will participate in TEKS aligned tutorials, activities to support English language learners, homework assistance and academic enrichment. This more structured time will follow SAFE (Sequenced, Active, Focused, Explicit) practices, characteristics that, when used in conjunction with each other, have been found to positively impact program particpants' academics, behavior and self-perceptions (Durlak, et. al., 2010). Each instructor's academic hour will be made up of a sequenced set of activites, broken down into smaller steps and which employ active forms of learning. Appropriate time and resources will be focused on student instruction and skill development with explicit learning goals that are relayed in well-defined and specific terms.

Staff quality is another large part of BISD's program proposal and has been the driving force behind BISD's desire to apply for a grant that will supplement, but not supplant existing programming. Staff who are able to form positive relationships with children, who feel supported and appreciated, and have higher levels of education and experience were found to have more positive outcomes with after-school program participants (Huang and Dietel, 2011). BISD's 21st CCLC grant proposal includes Site Coordinators and academic hour instructors who are certified teachers. This, coupled with a selective interview process and numerous professional development opportunities, will boost the quality and impact of BISD's current after-school offerings.

Effective partnerships with school personnel, the community and students' families will also play a significant role in BISD's new program's success. The ACE Site Coordinators will be a visible presence on each school campus with a direct line of communication with campus administration and the teachers of each enrollee. Campus administration will be invited to be a part of the hiring process to give them a voice and greater ownership of the after-school program. Reviews of after-school programs found increased quality and performance when coordinators meet with principals two to three times per month and teachers weekly (Vandell, et. al, 2004) and BISD will use these numbers as their benchmark. BISD will also partner with community organizatioins in order to increase volunteer opportunities and donations. We Belive in BISD, a subgroup of the Bastrop Chamber of Commerce, is just one example of a local organization which has commited to supporting the school and after-school programs. A number of studies have documented the benefits that result from parent engagement including improved academic performance, attendance and graduation rates (Jeynes, 2012). BISD's family engagement activities will help parents and other family members to be more involved in their child's education. More importantly perhaps, the after-school program will help families in the underserved parts of the community to feel more connected and arm parents with the knowledge and tools they need to support their child's academic success (Pompa, 2013).

Finally, **program evaluation and improvement** will be ongoing in order to ensure the continued success of BISD's program. Formal evaluations will be conducted by external evaluators. Informal evaluations will also occur and focus on: connections between youth participants and staff, program environment, participant and staff engagement in activites, staff interactions with participants, availability of intentional learning activities and program organization and curriculum structure. Each of these evaluative actions connect to the aforementioned promising practices that all BISD programs will be expected to implement. All programs will undergo staff training and professional development; programs found to be deficient will receive additional interventions as necessary (Sheldon & Hopkins, 2008).

In addition to the four key factors mentioned above, BISD's 21st CCLC program will incorporate a number of other research supported educational practices including the use of inquiry-based learning during the enrichment hour of after-school programming and during the summer. These approahces will give students the opportunity to develop 21st century skills in a safe, supportive environment. In addition, research has shown that deep learning occurs in situations where well designed inquiry-based approaches are used. Learning situations in which students undertake real problems, issues, and questions, consult with experts and authoritative sources, work collaboratively to improve ideas and products, and use elaborated forms of communication beyond a research paper dramatically improve academic achievement (Friesen & Scott, 2013).

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

County-district number or vendor ID: 011901	Amendment # (for amendments only):

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

After-school activities: Students will transition from the school day with a nutritious snack and time for physical activity and free play. In keeping with research that emphasizes the importance of play in the development of children (Whitebread, 2012), BISD's after-school program will seek to utilize age-appropriate play in several aspects of its design. The academic hour will consist of TEKS aligned tutorials, activities to support English language learners, homework assistance and academic enrichment with certified teachers who will be challenged to find ways to make learning both interactive and fun. During the enrichment hour students will have a range of activities to choose from including arts, social/emotional learning, counseling groups and/or meetings with mentors, physical fitness, technology building, STEM and courses designed to introduce them to district CTE offerings. Cooperation with Texas A&M AgriLife, YMCA of Bastrop County, Boys and Girls Clubs of the Austin Area, Bastrop Public Library, Family Crisis Center, other BISD entities and a partnership with Common Threads will help provide instruction at little to no cost. Camp Einstein and Mad Science of Austin/San Antonio will be brought in to provide exciting STEM experiences for students at the elementary and intermediate schools. At the conclusion of programming, parents will have the option to pick up their children or have them ride one of the ater-school buses to a designated drop off location.

Site Coordinators will work with campus administrators and faculty to understand the academic and social/emotional needs of each ACE student and will create intentional academic and enrichment activities to address gaps in learning. Students will be selected for the program based on academic need as demonstrated by state test results and/or classroom performance. Consideration will also be given to students with attendance and/or discipline issues as these factors often show a direct correlation to academic underperformance. Students who need additional assistance to succeed in class will receive tutoring directly aligned with classroom instruction. Enrichment activities will be aligned with the TEKS and designed to support classroom instruction while being fun and engaging. Counseling groups and mentoring sessions will focus on those social/emotional factors which are found to be hindering student success and, at the elementary level, will pattern the school day curriculum, Second Step. Site Coordinators, instructors and mentors will share a common interest in the success of the child. Research has shown that there is a strong relationship between students who feel connected and supported at school and academic achievement (Brown & Evans, 2005). BISD's expectation is that the combination of engaging activities, strong academic content and caring adults will result in positive academic outcomes for the students in the ACE program.

Family engagement: The research is clear that parent, family and community involvement in education correlates with higher academic achievement and improved schools (NEA, 2008). **BISD's Community Learning Centers will offer monthly activities available to parents, families and the community**. BISD sees the inclusion of community as an important component of family engagement. Discussions with parents and school administrators indicate that families in Bastrop do not want to feel they are being singled out for special services but instead be specially invited to services that are available to all. Special financial considerations will be made so that ACE families are able to participate in activities and receive services that might otherwise be out of their reach. In the instance where grant funding is used to promote a program, community participants would be locally funded to ensure that grant funds are only spent on grant participants. Community involvement would provide valuable support and encouragement to ACE students and their families resulting in improved achievement and a greater sense of community in schools. All family engagement offerings will include accommodations for non-English speakers and activities will be designed to meet the needs of this growing segment of the Bastrop population.

Summer Activities: Solving complex problems requires that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools). Often times the students who would most benefit from the 21st century skills component of project-based learning are not given the opportunity to participate because of the lack of fundamental skills. **The Summer ACE program will continue the school-year focus of academic enrichment and mentorships in order to build fundamental skills and include project-based learning activities in which the students can apply and expand upon those skills.** BISD will give students the necessary tools for success in project-based learning and the chance to use them in a supportive and engaging environment. Students will benefit from research based instruction that they might not otherwise be exposed to during the school year.

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

County-district number or vendor ID: 011901	Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BISD has a strong communications network already in place that will be used to disseminate information about the community learning centers. BISD will also create resources strictly for the purpose of sharing information with 21st CCLC families and stakeholders. The office charged with administration of the 21st CCLC grant reports to the Executive Director of Communications and Community Relations for BISD, significantly streamlining the process. **Each of these presentations will include maps, either digital or in print form, showing the locations of the ten community learning centers.**

1. **Local and regional media**- Upon receiving news of the grant being awarded, a press release will be sent to local and regional digital and print media within Bastrop County and the greater Austin area. Links to resulting coverage will be posted on all BISD social media platforms as well as on the BISD web page.
2. **School board presentations**- The Project Director and Family Engagement Specialist will make an intial presentation to the BISD Board at the next meeting after receiving notice of award. Subsequent presentations will be made to keep the board and community members apprised on program progress and outcomes.
3. **Presentations to local organizations**- BISD has strong relationships within the community. District personnel serve in membership and/or leadership roles with the Bastrop Chamber of Commerce, Bastrop County Cares, Bastrop Educational Foundation, Bastrop YMCA, Bastrop Early Childhood Coalition, Bastrop County Nonprofits, Bastrop County Rotary Club and the BEST (Bastrop, Elgin, Smithville Together) Council. The Project Director and Family Engagement Specialist will make presentations to each of these organizations within three months of being awarded the grant and subsequent presentations as needed.
4. **Presentations/Information at district level meetings**- The Project Director, Family Engagement Specialist and other members of the 21st CCLC team will attend campus level gatherings such as PTA meetings, Title 1 meetings, Meet the Teacher nights ands Open House to make presentations and provide information about the grant.
5. **Social media**- BISD and BISD Community Relations will share news of the grant on Facebook, Twitter and Instagram as well as on the BISD website.
6. **Newsletters, flyers and digital flyers**- Information about the awarding of the grant will be included in district Community Relations department publications. Flyers will be distributed to each qualifying campus with digital versions posted in the online platform Peachjar.
7. **21st CCLC webpage**- Upon receipt of the 21st CCLC grant, the Family Engagement Specialist will create a webpage devoted to the Community Learning Centers. Each Site Supervisor will have access to his/her site's page to share pertinent information as needed.

Bastrop ISD's student population is 66.19% Hispanic/Latino and 25.80% LEP (PEIMS, 2017-2018); it follows that the district serves a large number of Spanish speaking parents. BISD customarily publishes all information in both English and Espanol and will do the same in using the aforementioned methods of communication.

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

County-district number or vendor ID: 011901	Amendment # (for amendments only):

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

Bastrop ISD is a large district comprised of nearly 450 square miles of geographically diverse land area. Students who live beyond walking distance from campus are either dropped off/picked up by family or ride one of several district funded school buses. Since each community learning center is located at the students' home campus, transportation to ACE will not be an issue. Students in the elementary grades will be escorted to the ACE meeting location at the end of the school day and delivered to the Site Coordinator. Students at the intermediate and middle schools will be expected to report to the designated meeting location to check in each day. At each campus, the Site Coordinator will be responsible for signing the students in using the online registration and attendance tracking platform, Eleyo.

At the conclusion of after-school programming, children will either be picked up or have the option of riding the bus. As per district policy, parents, guardians or other persons age 16 and over will need to show picture identification each time they pick up the child. Only those persons who have been designated as authorized pickups by the parent/guardian of record will be permitted to take the child. Site Coordinators will be able to check this through the Eleyo application which will be downloaded on each campus' iPad. Information about custody arrangements and issues related to non-custodial parents will also be noted in the Eleyo system for access by authorized site staff. Students who ride the bus will be signed out as they leave the after-school site and board the bus.

BISD currently runs two after-hours bus routes, one on each side of the district, through a contract with Goldstar Transit. The BISD ACE program will fund two additional buses with more designated drop off spots. This will both minimize the amount of time that students are on the bus and give parents the flexibility of being able to pick up children closer to home. Parents who indicate their children are bus riders will be informed of the closest designated drop off location to their place of residence and approximate drop off time at the time of registration. Special accommodations will be made for BISD's migrant and homeless/unaccompanied youth population through coordination with the district's homeless liaison. BISD's focus in planning for student transportation will be to balance the necessary constraint of cost with the benefits of additional routes and stops.

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

County-district number or vendor ID: 011901	Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Bastrop ISD has a strong network of volunteers who take on a wide range of activities from coaching in youth athletic leagues to serving on campus PTA's and mentoring students. Each volunteer is required to submit information for a background check through the Community Relations office and only those individuals who have been approved by the Texas Department of Family and Protective Services are permitted to interact with students in school-related activities. **BISD's 21st CCLC grant proposal includes the use of community volunteers for family engagement activities, educational enrichment and mentorships as well as utilizing student volunteers.**

One of BISD's most popular community education offerings is Hoopstars, a youth basketball league for children in grades PK through 6. This fee-based program has both a Spring and Summer league and serves over 400 budding athletes each year. Teams are coached by parent volunteers so that registration fees can be kept to a minimum and used for supplies and administrative costs. While some scholarships are available, many lower income families are unable to participate in this much sought after program. BISD's grant proposal includes funds to allow ACE program participants who have met attendance requirements to enroll in Hoopstars free of charge. A volleyball league with a similar structure is being planned for the upcoming school year and BISD's Family Engagement Specialist will continue to seek out other opportunities to utilize community volunteers to provide low- or no-cost programs for students served by the 21st CCLC grant.

Community volunteers will also be sought out to provide enrichment instruction and serve as mentors during the after-school time. A mentorship program is currently in place for adults to meet with students during the school day; campus counselors have reported very positive results for participants. BISD's 21st CCLC grant proposal seeks to expand the mentoring program and include more volunteer mentors to help address the social/emotional needs of students during the after-school and summer program hours. BISD's current after-school program for elementary students has been able to utilize high school students to serve as assistants and readers for small groups of children. This provides after-school participants the opportunity to interact with positive role models who are closer to them in age. At the same time, the student volunteers are able to experience opportunities for growth and community involvement which they might not otherwise experience. Student volunteers will continue to be used in the ACE program for both the activities previously mentioned and mentoring activities where appropriate.

The diverse skill set and willingness to volunteer makes the Bastrop community an ideal source of partnerships. All volunteers, whether providing family engagement opportunities, mentoring or facilitating educational enrichment topics, will undergo program orientation and training in policies, procedures, classroom management and safety. In these ways, BISD will ensure that program volunteers are utilized in a way that is most beneficial to the students they serve.

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

County-district number or vendor ID: 011901	Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Bastrop ISD is fortunate to have a number of elements already in place which will contribute to the community learning centers' continued success even after funding ends.

The district anticipates that their six elementary and two intermediate campuses will be converted to eight PK-6 elementary schools by the time grant funding ends. **This will allow for the ACE programs at the elementary and intermediate campuses to be merged with the fee-based licensed childcare (STARS) that currently exists at each of the PK-4 campuses**. The newly created hybrid program will maintain the successful aspects of both the original ACE and STARS programs. The hiring of certified teachers as Site Coordinators who communicate regularly with the classroom teachers regarding their students' academic needs and progress is an essential component of this future program. The 21st CCLC grant will have given the district the necessary funding to hire these highly qualified staff members and prove the success of the program before gradually shifting to ensure the continuation of gains. The increased cost incurred in transitioning from childcare program to educational program will be funded by a combination of revenue from paying families and Title 1 and/or district provided funds so that at-risk children selected by campus principals and/or counselors will still be able to attend free of charge. The new program will provide tutorials, academic enrichment, social/emotional learning, mentoring and all other aspects of the original ACE program along with featuring the safe, caring and fun environment of the STARS program. Site Coordinators will work diligently behind the scenes to develop plans for at-risk program participants while bringing academically rich and engaging activities to all children. Volunteer organizations, paraprofessionals and STARS staff will provide specialized programs along with time for snacks, physical activity and crafts.

Once grant funding ends, the ACE program at the two BISD middle schools will become a locally funded after-school offering. BISD has been committed to providing resources in order to operate successful after-school programming at the middle and high school levels. The current after-school programs are run by teachers or paraprofessionals who already work full-time and are paid a stipend or extra duty pay for their after school time. While this has been quite successful at the high schools, past efforts at the middle school level have echoed what research has shown; these programs need a dedicated coordinator who has the time, resources and energy to recruit students and develop programming tailored to these students' unique needs. The 21st CCLC grant will provide this and give the Program Director and Site Coordinator a chance to demonstrate to campus and district administration that, with proper funding and management, after-school programs can be successful at the middle school level.

In order to achieve a smooth transition once grant funding ends, BISD will implement their plan :

Year 1
- Share center specific plans with all stakeholders including district officials, administration, after-school staff, parents and community members.
- Seek feedback from all stakeholders
- Work with STARS supervisors who are interested in furthering their education in order to become future ACE coordinators.

Year 2
- Share Year 1 outcomes with all stakeholders and seek feedback.
- Continue to work with community partners to increase the number of low and no cost educational programs.
- Begin to integrate aspects of the ACE program into the fee-based after-school program
- Communicate with district administration regarding anticpated local funding amounts that will be sought out.

Year 3
- Continue strategies from Year 1 and Year 2 as needed.

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

County-district number or vendor ID: 011901 | Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

A close working relationship between the district's Curriculum and Instruction department and the ACE Project Director will enable each entity to coordinate funds so that monies are spent in ways which supplement and not supplant current offerings. Due to a high number of economically disadvantaged students, BISD receives both Title 1 and State Compensatory Education funds. In the past, these monies have been spent on paying teachers for after school tutorials and attendance recovery, running STAAR camps for stuggling students, purchasing a social/emotional learning curriculum for the elementary campuses and the purchase of RTI sreening software. Each of these activities is designed to address the needs of students who struggle academically, have attendance challenges and/or need positive behavior intervention. Since these mirror many of the goals and activites of BISD's 21st CCLC grant proposal, **the Project Director will make a concerted effort to build upon each existing program and increase the total number of students who are able to be served.**

Students who are most in need of intensive after-school instruction will now be able to attend the ACE program. Not only will those students benefit from the research-based instructional practices and motivational enrichment activities provided, but by attending the ACE program they will free up district funds for other students to be served with Title funds. **The district will be able to increase attendance recovery and Saturday school offerings and expand STAAR camps to include non-struggling students.** The Second Step social/emotional learning curriculum will be built upon in the after-school program offerings through the use of small group sessions, mentoring and student volunteers. RTI screening tools that have been purchased with Title and State Comp Ed funds will be used to identify students who are most in need of intervention as those to be invited to be part of the ACE program. These tools will be used specifically to measure math and reading comprehension, an important metric for those campuses identified as focus schools and for the after-school program to use in forming both academic hour and enrichment hour groups.

BISD's Project Director and Family Engagement Specialist will coordinate with local programs in order to capitalize on available resources and maximize the number of services provided to children and their families. Local agencies such as Common Threads, Texas A&M Agrilife Extension's 4H, YMCA, Bastrop Public Library, Family Crisis Center and Connections, all funded ouside of the grant, are both present and future planned partners. BISD's Community Education offerings, locally funded through participant fees and district support, will open its offerings to ACE students at no cost. Grant-funded family engagement courses will be seamlessly integrated into the myriad of current course offerings to give ACE families the opportunity to intereact with both the school district and other families.

Summer programming will also benefit from the coordination of programs and funding. BISD's Summer School is funded through State Compensatory Education monies; all students served are classified as "at risk," the same target population as BISD's after-school program. This student group and their families will benefit from the coordination of efforts from both programs. **Any students in need of summer school will be able to attend morning credit recovery, RTI, STAAR or bilingual classes and then come to the ACE program in the afternoon for the academic enrichment, social/emotional learning and project based learning activities.** The students will benefit from the multi faceted approach to education and families will have the flexibility afforded by having full-day care available for their children. Many of the families who will be served by the 21st CCLC grant are lower income and/or work out of town. Without the additional services, they often choose to leave their children at home instead of sending them to summer school because they are unable to pick them up afterwards. The extended day approach will enable a greater number of students to participate in both programs. Students will also benefit from the Summer meals provided through Title 1 funding by SFE and Equal Heart.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 011901 | Amendment # (for amendments only):

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

Center 1

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Bastrop Middle 725 Old Austin Highway Bastrop, TX 78602	X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	X 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number: 011901041			
Cost per student $620.27			

"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	30

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 2

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Cedar Creek Middle 125 Voss Parkway Cedar Creek, TX 78612	X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	X 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number: 011901106			
Cost per student $620.27			

"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	30

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 3

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Bastrop Intermediate 509 Old Austin Highway Bastrop, TX 78602	X 40% or higher economically disadvantaged X 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 X 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number: 011901104			
Cost per student $648.60			

"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):	40

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			

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

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Center 4

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Cedar Creek Intermediate 151 Voss Parkway Cedar Creek, TX 78612		X 40% or higher economically disadvantaged X 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 X 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	011901108			
Cost per student	$648.60			

"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):	40

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 5

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Bluebonnet Elementary 416 FM 1209 Bastrop, TX 78602		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K X K-2 X 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	011901109			
Cost per student	$556.601			

"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):	60

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 6

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Cedar Creek Elementary 5582 FM 535 Cedar Creek, TX 78612		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K X K-2 X 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	011901103			
Cost per student	$556.60			

"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):	60

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			

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

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Center 7

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Emile Elementary 601 MLK Jr. Drive Bastrop, TX 78602		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K X K-2 X 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	011901101			
Cost per student	$556.601			

"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):	60

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 8

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Lost Pines Elementary 151 Tiger Woods Drive Bastrop, TX 78602		X 40% or higher economically disadvantaged X 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K X K-2 X 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	011901110			
Cost per student	$556.50			

"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):	60

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 9

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Mina Elementary 1203 Hill Street Bastrop, TX 78602		X 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☐ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K X K-2 X 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	011901012			
Cost per student	$556.60			

"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):	60

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			

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Center 10

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Red Rock Elementary 2401 FM 20 Red Rock, TX 78662		X 40% or higher economically disadvantaged X 2017-2018 Focus School ☐ 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K X K-2 X 3-4 ☐ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	011901107			
Cost per student	$556.60			

"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):	60

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name:			
9-digit campus ID number			
Estimated transportation time			

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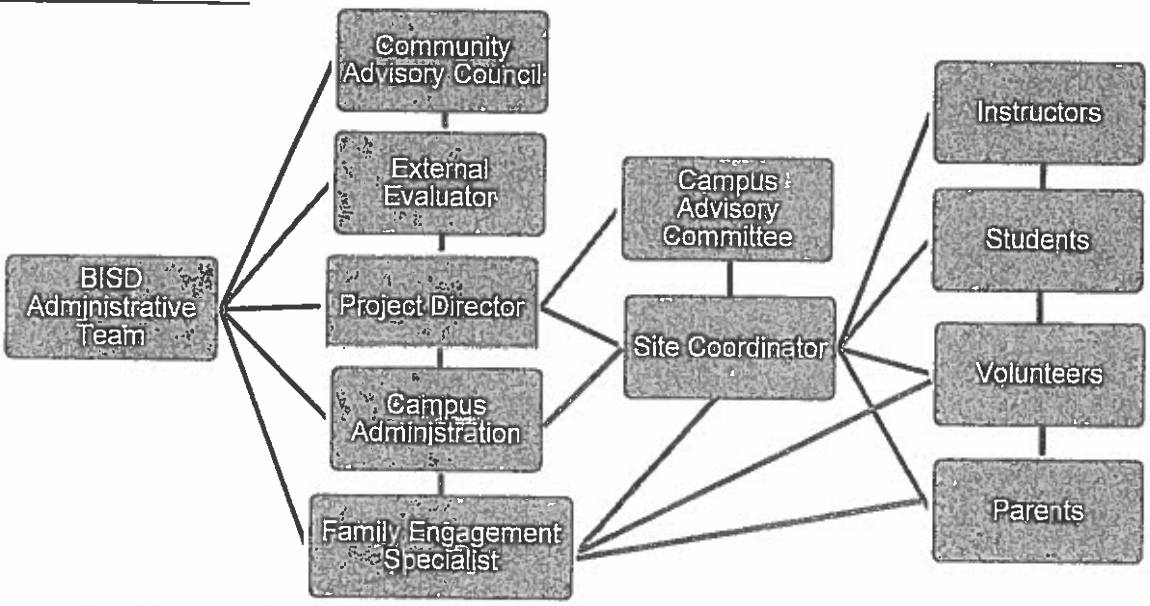
TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BISD is committed to responsible program management both in terms of daily center operations and budgetary concerns. A visual representation of the planned organizational structure is shown below. In it, the Project Director, Family Engagement Specialist, Community Advisory Council and Campus Administration will work collaboratively to ensure that campus and district goals are being addressed using recommendations from district administration, ongoing assessments and yearly recommendations of the External Evaluator. These goals will be shared with each Site Coordinator and Campus Advisory Committee who will work together towards addressing the needs of each individual campus and program. Site Coordinators will share with instructors, students, volunteers and parents their expertise and knowledge of best practices in order to facilitate smooth daily program operations. Training for instructors and volunteers will be an integral part of their job description. Interaction with campus administration as well as classroom teachers will ensure that the needs of children continue to be addressed. The Family Engagement Specialist will work with directly with parents and volunteers to provide district level family engagement offerings as well as with the Site Coordinators to ensure that site level activities are being designed to address family and district needs. Weekly meetings will be held between the Project Director, Family Engagement Specialist and Site Coordinators to assess program activities and operations and address concerns.

All of the aforementioned positions and activities are accounted for in BISD's budget plan for their 21st CCLC proposal. Approximately 15% of funds will be spent at the program administration level including salaries, transportation and training for the Project Director, Family Engagement Specialist and Administrative Assistant. Another 42% will be spent at the site administration level with the vast majority designated to pay highly-qualified Site Coordinators. The remaining 43% of the budgeted funds are costs which directly touch students: instructor pay, transportation expenses, special programs, field trips, program and family engagement supplies. The Project Director and team have already shown themselves to be able to run quality after-school programming while adhering to strict budgetary constraints. BISD's designation as a fast-growth district coupled with community reluctance to provide additional funding through bonds has compelled BISD to be fiscally conservative in all they do. BISD is committed to bringing this same level of responsibility to the use of state funds designated for the enhancement of community learning centers.

BISD ACE Organizational Chart



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

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

On-going honest evaluation should be part of every educational endeavor. **BISD's 21st CCLC grant proposal includes numerous opportunities for both formal and informal evaluation**.

- Once program operations begin, **Site Coordinators** will complete weekly walkthroughs of program activities and share observations with the **Project Director**.
- Program data such as enrollment and daily attendance will be entered into the district's online platform and monitored by the **Project Director**.
- The **Project Director** will conduct frequent site visits to informally evaluate the alignment of program objectives with the activities observed. These findings will be shared with the **Site Coordinator** so that immediate adjustments can be made where needed.
- **Site Coordinators** will communicate with campus teachers weekly to assess the progress of the children who are enrolled in the program. Any concerns that result from these meetings will be reported to the **Project Director** who will intercede where necessary.
- Where instructor effectiveness is deemed to be a concern, the **Site Coordinator** and **Project Director** will work with the after-school instrcutor to make suggestions that will promote more effective teaching strategies.
- **Campus administrators** and **Site Coordinators** will have an open line of communication in order to share pertinent data, especially as it relates to attendance and discipline. Areas of concern will be brought to the attention of the **Project Director** who will work collaboratively with **Site Coordinator**, after-school instructors, parents and student to develop a plan of action.
- Surveys will be used to gauge parent satisfaction with program activities and family engagement offerings. The **Family Engagement Specialist** will carefully monitor the latter of these to ensure that the needs of families are being addressed and communicate any concerns to the **Site Coordinator**.
- Year-end data will be collected and evaluated to ensure that program objectives were met. In the event that an objective was not met, the **Campus Advisory Committee** will be given access to non-confidential data to help the **Site Coordinator** make programming decisions that will better address the stated objectives or make changes to those objectives.
- The **Project Director** will have ongoing communication with **campus administration** to also ensure that after-school program objectives are aligned with the participating campus' strategic and campus improvement plans. This and other pertinent data will be used to create campus and program logic models.
- The **External Evaluator** will gather and analyze data through surveys of program stakeholders, site observations and demographic data provided by the district. BISD will use the results from these yearly evaluations to make necessary adjustments in order to ensure maximum program effectiveness.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 011901	Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 011901 | Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 011901	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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County-District Number or Vendor ID: 011901 | Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: 011901 | Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

County-District Number or Vendor ID: 011901 | Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 011901 | Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 011901	Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	X Yes	☐ No

- **If your answer to this question is yes you must answer question #2 below.**
- **If your answer to this questions is no, you do not address question #2 or the assurances below.**

2.	Are any private nonprofit schools participating in the grant?	☐ Yes	X No

- **If your answer to this question is yes, you must read and check the box next to each of the assurances below.**
- **If your answer to this question is no, you do not address the assurances below.**

Assurances

☐	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
☐	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
☐	The applicant assures that the total grant award requested on **Schedule #6–Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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